

PCC 500 INTRODUCTION TO PASTORAL CARE & COUNSELING

Fall 2022 | Wednesday 6-7:30 PM (CST) | Online

Instructor: Rev. Esther E. Acolatse, Ph. D

Teaching Assistant: TBD

I. COURSE DESCRIPTION

An introduction to the theology and practice of pastoral care, and to pastoral counseling as a strategy of pastoral care. The modern, “psychotherapeutic” orientation of pastoral care and counseling is critically engaged in light of the historic understanding of the “care of souls” or *Seelsorge*.

We also explore the nature of suffering, evil, and trauma; loss and grief; and pastoral care responses to the crisis, interpersonal violence, addiction, and mental health concerns across the life cycle. Special consideration will be given to the importance of self-care, professional ethics, and supportive networks while helping students examine how their family-of-origin, social location (including but not limited to race, ethnicity, gender, sexuality, and class), and spiritual-religious histories inform their perspectives about suffering, healing, and human flourishing

This course presumes that each student is growing in awareness of his or her own theological stance and reflecting on potential major strengths and weaknesses in ministry through introductory courses in bible as well as the courses in theology, theological ethics and other ministerial studies. While continuing to invite attention to the student’s personal issues, this course also attends to the skills, attitudes, knowledge, and spiritual disposition necessary to provide meaningful and faithful pastoral care and counseling.

Learning will be pursued through class presentations and discussions, reality practice groups, role plays, and written reflections.

Objectives

To help form and nurture pastoral identity through critical inquiry and theological and psychological reflections and interpretations in relation to concrete life situations (including your own), and to increase level of practical skill, and deepen spiritual discernment as a minister and to be acquainted with the ends of pastoral ministry

COURSE LEARNING OUTCOMES

As a result of having taken this course, students will be able to:

1. Gain beginning knowledge of the historical, biblical, and theological foundations of pastoral care.
2. Cultivate self-awareness and strengthen their internal and spiritual resources.
3. Develop active listening skills and empathic responses in pastoral care relationships.
4. Consider psycho-organizational-social-spiritual dynamics for developing a greater sensitivity to DEIA in the practice of pastoral care.
5. Reflect ethically and theologically on pastoral care situations.
6. Formulate clear and specific goals and tools to nurture ongoing pastoral formation and supportive networks.

CONTACT INFORMATION

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Phone		
Office		
Office Hours	Tues. 11 am-noon or by appointment	Thurs. 10-11 am

CLASS STRUCTURE

This is a 13-week long, three-credit Online course. Students can think of this course's weekly teaching and learning in three parts:

- **Part One – Synchronous Online Session** (Wednesday 6-7:30 PM). The class will meet online for 90 minutes weekly. A vibrant learning experience is dependent on the consistent presence and collaborative participation. Class time together will involve a short lecture, integration of readings, and active listening exercises.
- **Part Two – Asynchronous Learning.** Students will be expected to engage in learning activities such as reading required materials, listening to podcasts, watching videos, participating in discussion forums, and/or doing independent research and posting insights online and responding to posts by others.
- **Part Three – Spiritual Care Journal.** Part of this course is rooted in compassionate presence, self-care, and reflective practice. During this formational season, it is critical to develop sustainable practices of listening, attunement, and self-care which can continue throughout the lifelong professional journey.

COURSE MATERIALS

Required Textbooks: [Both books are available in eBook via the library website]

- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. **Revised Expanded Edition**. Louisville: Westminster John Knox Press, 2015. ISBN: 978-0664238407 \$19.79 (Amazon price as of 4/27/21)
- Patton, John. *Pastor as Counselor: Wise Presence, Sacred Conversation*. Nashville: Abingdon Press, 2015. ISBN: 978-1630886905 \$12.98 (Amazon price as of 4/27/21)

Additional Textbooks:

The following books are available either in eBook or on course reserve. Because we will read only selections, it is not required that you obtain your own copies.

- Buhuro, Danielle, ed. *Spiritual Care in an Age of #Black Lives Matter: Examining the Spiritual and Prophetic Needs of African Americans in a Violent America*. Eugene, OR: Cascade Books, 2019.
- Cooper-White, Pamela. *Shared Wisdom: Use of the Self in Pastoral Care and Counseling*. Minneapolis: Fortress Press, 2004.
- Kujawa-Holbrook, Sheryl, and Karen Montagno, ed. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Fortress Press, 2009.
- Lipsky, Laura van Dernoot with Connie Burk. *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*. Oakland, CA: Berrett-Koehler Publishers, 2009.

- Maynard, Elizabeth, and Jill Snodgrass. *Understanding Pastoral Counseling*. New York: Springer Publishing Company, 2015.
- Rambo, Shelly, Joseph Wiinikka-Lydon, and Jasmine Terry Okafor. *Trauma and Moral Injury: A Guiding Framework for Chaplains*. Chaplaincy Innovation Lab, 2020. [Download eBook <https://chaplaincyinnovation.org/resources/trauma-moral-injury>]
- Roberts, Stephen, ed. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Nashville: Skylight Paths Publishing, 2011.

** Chapters from these books as well as additional journal articles and online resources will be made available in PDF via Moodle.

COURSE WEBSITE

To access the course website on Moodle, go to <http://courses.garrett.edu>. Click on the course number/name (PCC500 Introduction to Pastoral Care and Counseling). You are responsible for regularly checking Moodle for announcements, accessing readings and other materials, uploading assignments, and participating in the discussion forums.

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:

Assignments & Submissions

- Academic integrity and plagiarism: (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially 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* footnote/bibliography format provide the standard formats for all introductory courses.
- Assignments should be completed, on deadline, and as assigned, for a student to pass the course. If you have a concern about completing a specific assignment or meeting a submission deadline for whatever reason, you should contact the teaching team as soon as possible to discuss the alternatives.
- All written assignments must be written using Microsoft Word and submitted to Moodle. They should:
 - i. Be typed and double spaced.
 - ii. Use 12-point Times New Roman font and 1-inch margins.
 - iii. Use in-text citations instead of footnotes or endnotes.
 - iv. Have a separate bibliography.
 - v. Proofread for spelling and grammar errors.
 - vi. Should be named and saved with last name-assignment name [e.g., Bowman-Pastoral Care Case Study #1].
 - vii. Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/student-services> "Writing Center" for more detailed information.

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 19-20 Handbook, 9)
- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Students may be allowed to access the laptop or iPad, but cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- **Extensions:** For Master's students, extensions, if granted, are normally for four weeks following the last day of class in 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. (19-20 Handbook, 20)
- **Withdrawal:** Students are expected to complete all courses for which they are registered at the close of the two-week add/drop period. The Seminary policy on withdrawal allows students only a limited number of opportunities to withdraw from courses. It is important for you to understand the financial and academic implications of course withdrawals. If you are concerned about your ability to succeed in this course, speak with the professor(s) as soon as possible.

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, and 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.

Proviso

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

COURSE REQUIREMENTS & ASSIGNMENTS

1. **ATTENDANCE, READING & PARTICIPATION (35%).** 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 weekly Online Spiritual Care Lab sessions, (4) contribution to weekly discussion forums on Moodle, and (5) completion of two online surveys.

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 20 minutes; there will be 10 sessions in total. In a small, intimate group setting (three or four people utilizing the breakout function), 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 to the listener for up to 5 minutes. After receiving feedback from the observer, the speaker will have 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 give feedback to the listener about the use of the 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 5 minutes to share, and observers use no more than 3 minutes for feedback. More time might be allowed for more in-depth topics. The total time allotted for the entire practice session is 20 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.
 - Because of the time constraints, you may often feel incomplete. Remember that the group is a focused opportunity to improve your listening and caring skills using real aspects of your life. Please do not rush through your story.

ONLINE DISCUSSION FORUM:

As part of the weekly asynchronous learning, each student will be expected to engage in an online discussion forum with their assigned group members on Moodle. Each week students will be expected to answer one of the following four questions (initial post) based on the weekly readings and respond to other students' posts (at least one response) by Monday, 6 pm. Your combined writings (an initial post and response posts) should be no less than 150 words long. This assignment will be graded as complete/incomplete.

▪ Questions for reflection: (Please choose one and respond to it in your initial post)

1. What insights or new knowledge have you gained from this week's readings? Were there any scriptures/religious texts that came to mind? (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/spiritual care strategies could inform the ministry of care that you're currently involved in and how? (Draw some examples from this week's readings)

2. SPIRITUAL CARE JOURNAL (15%). The goal of weekly self-reflection and evaluation – also called “Spiritual Care Journal” – is to allow students to intentionally reflect on their experience, to capture the newly gained knowledge (either about the self, others, or relationship), and to witness their own growth. Students will be expected to complete the “Spiritual Care Journal” activity on Moodle each week by the end of the day when the class meets (Tuesday, 6 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 self-reflection activity will be guided by the following three questions: (a) What did you notice during the Care Lab meeting about yourself, others, and the relationship? (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 should be submitted to Moodle each Tuesday by 6 pm. It will be graded as complete/incomplete.

3. PASTORAL CARE CASE STUDY – 2 PARTS (30%). A pastoral care case study or annotated verbatim is a two-part assignment that demonstrates your ability to describe as accurately as possible what was said in a pastoral interview, write a commentary on themes related to pastoral care, and evaluate your own interaction, skills, and growing edges. You will be expected to have a pastoral care conversation with the same person twice. The first verbatim is due October 12, 11:59 PM and the second verbatim is due November 9, 11:59 PM. Detailed instructions will be provided later in class.

4. COMMUNITY CARE PROJECT & PRESENTATION (20%). Understanding the context and community is key in pastoral and spiritual care. By December 7, you will complete a brief assignment that involves your care needs and resources assessment in the community where you attend church or serve in field placement. This will involve walking the two square blocks in

each direction around your church or observing the neighborhood in virtual spaces, doing one brief interview, and presenting your findings in a creative way to the class. Detailed guidelines for the assignment will be provided later in class.

CRITERIA FOR GRADING Assignment	Points	Due Dates
Attendance, Reading & Participation	35 [Attendance: 1 pt./wk. x 13 wks. = 13 pts.; Discussion Forum: 2 pts./wk. x 11 wks. = 22 pts.]	Each week
Spiritual Care Journal	15 [1.5 pts./wk. x 10 wks. = 15 pts.]	Each week
Pastoral Care Case Study #1	15	October 12, 11:59 PM (CST)
Pastoral Care Case Study #2	15	November 9, 11:59 PM (CST)
Community Care Project & Presentation	20	December 7, 9:00 AM (CST)
Total Points	100	

WEEKLY SCHEDULE & OUTLINE

Week #1 September 7. Introduction and Course Overview

- Orientations to the course outline, syllabus, expectations, and assignments
- Introduction to one another and group norms

Assignments:

- Introduce yourself on a discussion board, “Self-Introduction,” on Zoom (Due: Tuesday, 9/6, 6 pm)
- Sign up on the shared document for a date to lead or co-lead an opening centering moment

Week #2 September 14. Ministry of Presence

Readings:

- Doehring, “Introducing an Intercultural Approach,” PPC (xiii-xxviii)
- Patton, “The Pastor’s Specialty: Relational Wisdom,” PC (1-20)
- Brooks, “The Art of Presence” (Moodle)
- Listen to “Compassionate Presence” (Spiritual Care Podcast)

Assignments:

- Online Discussion Forum (Due: Monday, 9/13, 6 pm)
- Complete the online survey on Moodle (Due: Tuesday, 9/14, 6 pm)

Week #3 September 21. Foundational Skills of Pastoral Care and Counseling

Readings:

- Doehring, “Intercultural Care: Trust and Theological Accountability” and “Basic Ingredients of Caregiving Relationships,” PPC (1-50).
- Patton, “The First Pastoral Counseling Conversation,” PC (21-43)

Assignments:

- Online Discussion Forum (Due: Monday, 9/20, 6 pm)
- Spiritual Care Journal #1 (Due: Tuesday, 9/21, 6 pm)

Care Lab #1:

- Focused skill – “attending” (being present with the person)

Week #4 September 28. Active Listening

Readings:

- Doehring, “Embodied Listening,” PPC (53-72)
- Patton, “Continuing the Counseling Conversation,” PC (45-65)
- Listen to “Listeners Part 1 & Part 2” (Spiritual Care Podcast)

Assignments:

- Online Discussion Forum (Due: Monday, 9/27, 6 pm)
- Spiritual Care Journal #2 (Due: Tuesday, 9/28, 6 pm)

Care Lab #2:

- Focused skill – “active listening” (actively engaging the speaker throughout)

Week #5 October 5. Ethics of Care

Readings:

- Doehring, “Establishing a Caregiving Relationship,” PPC (73-83)
- Berlinger, “Ethics and Care of the Sick” (Moodle)
- Marshall, “Pastoral Care and Sexual Ethics” (Moodle)
- “Common Code of Ethics for Spiritual Care Professionals” (Moodle)

Assignments:

- Online Discussion Forum (Due: Monday, 10/4, 6 pm)
- Spiritual Care Journal #3 (Due: Tuesday, 10/5, 6 pm)
- Pastoral Care Case Study #1 (Due: Sunday, 10/10, 11:59 PM)

Care Lab #3:

- Focused skill – “being open and authentic” (be inviting and accept the person as they are)

Week #6 October 12. Theological Foundations for Pastoral Care and Counseling

Readings:

- Doehring, “Theological Themes and Reflexivity,” PPC (85-115)
- Cooper-White, “Toward a Relational Theology: God-in-Relation” (Moodle)
- Jacobs, “Creating a Personal Theology to Do Spiritual/Pastoral Care” (Moodle)
- Plummer, “Creating a Personal Theology to Do Spiritual/Pastoral Care” (Moodle)

Assignments:

- Online Discussion Forum (Due: Monday, 10/11, 6 pm)
- Spiritual Care Journal #4 (Due: Tuesday, 10/12, 6 pm)

Care Lab #4:

- Focused skill – “theological reflexivity” (paying attention to life-giving and life-limiting beliefs)

Week #7 October 19. Assessment and Tools in Pastoral and Spiritual Care

Readings:

- Doehring, “Systemic Assessment” and “Planning Care: Liberative Spiritual Integration,” PPC (155-186)
- Donovan, “Assessments” or Deal and Magyar-Russell, “Religious and Spiritual Assessment in Pastoral Counseling” (both articles on Moodle)
- Atiba, “Rethinking Interpretive Tools for Liberating Spiritual Care” (Moodle)
- Watch “Circles of Suffering” and “The Pearl” by James Finley

Assignments:

- Online Discussion Forum (Due: Monday, 10/18, 6 pm)

- Spiritual Care Journal #5 (Due: Tuesday, 10/19, 6 pm)

Care Lab #5:

- Focused skill – “empathetic immersion” (submerging into the care receiver’s experience)

Week #8 October 26. Grief and Loss

Readings:

- Doehring, “Loss,” PPC (120-129)
- Patton, “Limit, Loss, and Grief” and “Care for the Sick” (Moodle)
- Chaplaincy Innovation Lab, “Grief: The New Normal” (Moodle)
- Listen to “Navigating Loss Without Closure” by Pauline Boss (On Being Project)
- Watch “[Dealing with Grief: A Series of 5 Short, Powerful Videos](#)” (American Nurses Foundation)

Assignments:

- Online Discussion Forum (Due: Monday, 10/25, 6 pm)
- Spiritual Care Journal #6 (Due: Tuesday, 10/26, 6 pm)

Care Lab #6:

- Focused skill – “self-awareness and listening” (listening for and clearing away automatic emotional reactions)

Week #9 November 2. Violence and Trauma-Informed Care

Readings:

- Doehring, “Violence,” 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/>
- Burstow, “Toward a Radical Understanding of Trauma and Trauma Work” (Moodle)
- Rambo, Wiinikka-Lydon, and Okafor, “Trauma and Moral Injury: A Guiding Framework for Chaplains” (Moodle)
- Listen to “How Trauma and Resilience Cross Generations” by Rachel Yehuda (On Being Project)

Assignments:

- Online Discussion Forum (Due: Monday, 11/1, 6 pm)
- Spiritual Care Journal #7 (Due: Tuesday, 11/2, 6 pm)
- Pastoral Care Case Study #2 (Due: Sunday, 11/7, 11:59 PM)

Care Lab #7:

- Focused skill – “validating” (don’t argue, repeat what you heard, and be slow to respond)

Week #10 November 9. Addiction and Recovery

Readings:

- Doehring, “Substance Abuse and Dependence, Problematic Ways of Coping,” PPC (141-153)
- Wixson, “Addiction, Power, and the Question of Powerlessness” (Moodle)
- Specker & Albers, “Substance Use Disorders” (Moodle)
- Watch Addicted: America’s Opioid Crisis

Assignments:

- Online Discussion Forum (Due: Monday, 11/8, 6 pm)
- Spiritual Care Journal #8 (Due: Tuesday, 11/9, 6 pm)

Care Lab #8:

- Focused skill – “deep listening” (concentrate, try to relate, and communicate understanding)

Week #11 November 16. Pastoral Care as Anti-Oppression Work

Readings:

- Chinula, “The Task of Oppression-Sensitive Pastoral Caregiving and Counseling” (Moodle)
- Kujawa-Holbrook, “Love and Power: Antiracist Pastoral Care” (Moodle)
- Gonzalez, “Brown Lives Matter: The Demonization of Immigrants, Refugees, and Asylum Seekers Is Not New (Moodle)
- Select two of the following six to read:
 - o Giles, “Never at Ease: Black, Gay, and Christian” (Moodle)
 - o Thompson, “Ableism: The Face of Oppression as Experienced by People with Disabilities” (Moodle)
 - o Wiggins and Williams, “Pastoral Care with African American Women: Womanist Perspectives and Strategies” (Moodle)
 - o De La Torre, “Pastoral Care from the Latina/o Margins” (Moodle)
 - o Ng, “Pastoral Care in the Context of North American Asian Communities” (Moodle)
 - o Millspaugh, “Pastoral Care with Transgender People” (Moodle)

Assignments:

- Online Discussion Forum (Due: Monday, 11/15, 6 pm)
- Spiritual Care Journal #9 (Due: Tuesday, 11/16, 6 pm)

Care Lab #9:

- Focused skill – “being aware of hidden assumptions” (suspended assumptions, receptivity, balanced thinking and feeling)

[THANKSGIVING RECESS -- NO CLASS ON 11/22-11/26]

Week #12 November 30. Self-Care as Community Care

Readings:

- Padamsee, “Communities of Care, Organizations for Liberation”
<https://nayamaya.wordpress.com/2011/06/19/communities-of-care-organizations-for-liberation/>
- Self-Care as Warfare, <https://feministkilljoys.com/2014/08/25/selfcare-as-warfare/>
- 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 “[Self-Care as Generational Healing](#)” by Alex Elle (On Being Project)
- Selections from *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others* by Laura van Dernoot Lipsky with Connie Burk

Assignments:

- Online Discussion Forum (Due: Monday, 11/29, 6 pm)
- Spiritual Care Journal #10 (Due: Tuesday, 11/30, 6 pm)

Care Lab #10:

- Focused skill – “defusing emotional reactivity” (empathize, avoid becoming reactive, and resist impulse to respond defensively)

Week #13 December 7. Final Project Presentations and Integrative Conversations

Assignments:

- Prepare to present your final project

- Community Care Project (Due: Wednesday, 12/7, 6pm)
- Complete the online survey (Due: Wednesday, 12/7, 9pm)

DRAFT

APPENDIX. INSTRUCTIONS FOR ASSIGNMENTS

PASTORAL CARE CASE STUDY

All students will interview an individual twice (outside of the Garrett-Evangelical community, not a family member, not a best friend), writing a verbatim transcript of 2-3 pages each time. The first verbatim will be due on October 12 and include written responses to items A-C below (background and context, verbatim, and self-reflection). The second verbatim will be due on November 9 and include not only A-C but also D (an evaluation of the student's strengths and struggles during the interview). The purpose of this assignment is to describe as accurately as possible what was actually said in a pastoral interview, write a commentary on themes related to pastoral care, and evaluate your own interactions, skills, and growing edges.

Please type all papers in 12-point font, 1½ spaced, and 1-inch margin. Exercises will be provided early in the course in preparation for this assignment.

Note: Grades for this two-part assignment will be based more on the critical reflection/evaluation of the verbatim than on reporting “perfect” responses to the interviewee, although the second interview should demonstrate an improved capacity for empathic responses.

Please adhere to the following **ethical guidelines** from the *Human Subjects Review Policies and Procedures* for Class Projects or Research Assignments in the Garrett-Evangelical Theological Seminary Academic Handbook:

1. **Respect for persons:** The subjects must be respected. They must be informed about the nature of the research, how their confidentiality will be protected, and what form the reporting will take. Any notes or recordings must be kept under the control of the researcher and should be destroyed when the project is completed.
2. **Risk/benefit ratio:** Any research subject must be informed about the potential risks and benefits of participating in the research project. The research subjects should be informed about the risk of loss of confidentiality. Research may uncover personal material that is painful or wounding. Some information uncovered during the conduct of classroom research may be subject to legal or ethical demands for reporting. Students who have questions about risk in their project should consult with the instructor of the class.
3. **Confidentiality:** The research investigator will be expected to remove identifying names, locations, and dates from the report shared in class unless permission to share has been explicitly given by the human subject and all others who would be identified in the research report. In most cases, the instructor of the course will be denied access to the identity of the human subjects of the research. Research investigators are responsible for the retention of research files and for destroying them when the project is complete.

I. Pastoral Care Case Study #1 - Include the following sections (Due October 12, 11:59 pm)

* The paper should be no less than 6 pages and no more than 8 pages.

A. Background and context (1-2 pages):

- 1) Who was involved? Give name (fictitious), age, sex, religion, occupation, ethnicity, family roles, and any other pertinent information about both individuals including yourself.
- 2) How did you communicate your intention to protect their confidentiality? (see the ethical guidelines on page 12-13)
- 3) Where did the conversation take place? Home, office, coffee shop, virtual space, etc.
- 4) What is the nature of your role and relationship to your interviewee?

5) What were the explicit and implicit goals of the conversation? What were the needs that were not explicitly expressed?

B. Verbatim transcript (2-3 pages): Write down the actual words to the best of your recollection. Include descriptions of gestures, facial expressions, and other nonverbal clues where appropriate. Do not interrupt.

P1 Hello, I'm Pastor Linda. I'm visiting in the hospital today. May I come in? (standing in doorway)

C1 Hello, Pastor. Yes, please come in. (Joe puts down the newspaper)

P2 I have come to see if you need anything. (walking over to the side of the bed)

C2 I am glad you came to see me. I was just reading my Bible this morning.... (picks up Bible from the side table, has furrowed brow)

C. Reflection (2-3 pages):

1) What are the main themes of this person's story?

2) What issues were raised for you as a pastoral caregiver?

3) What themes or issues do you hope to pursue further in the next pastoral conversation?

Pastoral Care Case Study #1: Rubrics

①. Each section of the paper is the prescribed length.

②. The information in each section is complete.

③. The paper indicates how you contracted with the other about the purpose and use of this interaction.

④. The verbatim is explained within the story of the total encounter (the before and after the section quoted).

⑤. The verbatim contains body language descriptions about both you and the other.

⑥. The verbatim is a section of the interaction that demonstrates your spoken interaction with the other at least 5-10 times.

⑦. Reflection on themes demonstrates understanding beneath what was said.

⑧. Reflection on themes indicates evidence to support the themes: information from past interactions, body language, hearing the themes in various ways during the encounter, other evidence.

⑨. Reflection themes are not just repeated from the opening section of the paper but are developed.

II. Pastoral Care Case Study #2 - Include the following sections (Due November 9, 11:59 pm)

* The paper should be no less than 8 pages and no more than 11 pages.

A. Background and context (1.5-2 pages): (Note: you will likely include some of the information from the first interview, assuming that you are meeting with the same person. This draft should include additional information, or any changes you have detected during the second meeting.)

1) Who was involved? Give name (fictitious), age, sex, religion, occupation, ethnicity, family roles, and any other pertinent information about both individuals including yourself.

2) Where did the conversation take place? Home, office, coffee shop, virtual space, etc.

3) What is the nature of your role and relationship to your interviewee?

4) How do culture, race, gender, and class shape this encounter?

B. Verbatim transcript (2.5-3 pages): Write down the actual words to the best of your recollection. Include descriptions of gestures, facial expressions, and other nonverbal clues where appropriate. Do not interrupt.

P1 Hello, I'm Pastor Linda. I'm visiting in the hospital today. May I come in? (standing in doorway)

C1 Hello, Pastor. Yes, please come in. (Joe puts down the newspaper)

P2 I have come to see if you need anything. (walking over to the side of the bed)

C2 I am glad you came to see me. I was just reading my Bible this morning.... (picks up Bible from the side table, has furrowed brow)

C. Reflection (2-3 pages):

- 1) What are the main themes of this person's story?
- 2) What issues were raised for you as a pastoral caregiver?
- 3) What themes or issues do you hope to pursue further if you are given a chance to meet your care receiver once more?

D. Self-evaluation (2-3 pages):

- 1) How well did I "track" with this care-seeking person during our conversation?
- 2) How did I communicate my understanding of what I was hearing (including nonverbal responses)?
- 3) Where did I miss what they were saying, or fail to sense what might lie behind the storyteller's explicit language?
- 4) Where, if anywhere, did I understate or overstate the person's feelings?
- 5) What will I want to address in my next conversation with this person?

Pastoral Care Case Study #2: Rubrics

- ①. **Each section of the paper is the prescribed length.**
- ②. **The information in each section is complete.**
- ③. The paper indicates how you contracted with the other about the purpose and use of this interaction.
- ④. The verbatim is explained within the story of the total encounter (the before and after the section quoted).
- ⑤. **The verbatim contains body language descriptions about both you and the other.**
- ⑥. The verbatim is a section of the interaction that demonstrates your spoken interaction with the other at least 5-10 times.
- ⑦. **Reflection on themes demonstrates understanding beneath what was said.**
- ⑧. Reflection on themes indicates evidence to support the themes: information from past interactions, body language, hearing the themes in various ways during the encounter, other evidence.
- ⑨. **Reflection themes are not just repeated from the opening section of the paper but are developed.**
- ⑩. The self-reflection section indicates an awareness of your feelings.
- ⑪. Self-reflection indicates how your concerns, your story, and your experiences interact with those of the other and how your life affected your interaction with the other.
- ⑫. The self-reflection section indicates both positive and negative critiques of how you used yourself in this interaction.

COMMUNITY CARE PROJECT AND PRESENTATION (Due: December 7, 9 AM)

Understanding the context and community is key in pastoral and spiritual care. By December 7, you will complete a brief assignment that involves your care needs and resources assessment in the community where you attend church or serve in field placement. This will involve walking the two square blocks in each direction around your church or observing the neighborhood in virtual spaces, doing one brief interview, and presenting your findings in a creative way to the class.

The area covered by this survey is two blocks north, south, east, and west of your current faith community or field education site.

1. Do a census search on the zip code of your congregation for general demographic data.
2. Draw a map of the area designated, including street names, major buildings, vacant lots, etc.
3. Walk the area twice, once in the middle of the day or early morning and once in the evening. (If you are not comfortable about walking the area for any reason, you may want to drive the area or gather information virtually.)

4. What do you see?

Include types of housing, commercial business, religious institutions, and other types of building. What is the condition of the neighborhood? Describe any green space. Who is on the street? How do people interact on the street? What is the transportation available? Other notable aspects of the area you see, including differences among the blocks. Add this information to your map.

5. What do you hear? Traffic, birds, music, gunshots...

6. What do you feel as you walk or drive the area?

7. What evidence of government do you see? Police, fire, public buildings, cameras, etc.

8. What meanings do you make of this area?

Interview: Choose one of the following to interview for at least 15 minutes

A pastor or religious leader not of your denomination

A small business owner

A schoolteacher or a principal from a school in that block area

A police officer

A health care worker

A shopper

A librarian from a public library

Anyone you can find on the street

Try to gather the following information from the interview:

- What do they think are the pastoral/spiritual care needs of this community?
- What do they think are the resources of the community?
- What do they know about your congregation and its care ministry?

Presentation: Your presentation needs to be centered on pastoral care issues based on all the data you find.

You are encouraged to be creative in the way you present your findings and conclusions:

Photographs Poetry Painting / Drawing

Video Imaginative short story Collage

Animation Songs and music Instagram feeds

5-page Long paper, Short play, Blog

Or any original use of a medium you enjoy.

Grading: This project will be graded, primarily based on your completing all the assignments, providing the data required, and addressing the pastoral care issues you uncover. While the originality and creativity of the medium you use when presenting would be much appreciated, your presentation will be graded based on whether it conveys the material in a way that is understandable, clear, and how data is pulled together to make a comprehensive whole. In another word, your presentation needs to tell the story; the audience should be able to understand who you interviewed, details about the area, answers to the questions, etc.

DRAFT