



PCC 500 INTRODUCTION TO PASTORAL CARE & COUNSELING

Fall 2021 | Tuesday 9-10:30 AM (CST) | In-Person & Online | Room TBD

Instructor: Dr. Jaeyeon “Lucy” Chung | Pronouns (she/her)
Teaching Assistant: Rev. Candice Nunn | Pronouns (she/they)

COURSE DESCRIPTION

This course introduces students to the theories, models, and approaches to pastoral care and counseling. Most of these will be from Christian perspectives. The course is designed to help students cultivate a pastoral identity and learn foundational skills for compassionate and empathic responses to a range of real-life human concerns faced by individuals, families, and communities in the various contexts of ministry. We also explore the nature of suffering, evil, and trauma; loss and grief; and pastoral care responses to 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.

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.

CLASS STRUCTURE

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

- **Part One – In-Person Session** (Tuesday 9-10:30 AM). Class will meet in person for 90 minutes weekly. A vibrant learning experience is dependent on 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.
- *Part Three – Art of Presence 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.

CONTACT INFORMATION

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If you email us, you can expect a reply from us in no more than 24 hours except over the weekends or holidays. If you want to speak with either one of us via Zoom, phone, or in-person, we can schedule an appointment.

COURSE MATERIALS

Required Textbooks:

- 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, and it is not necessary that you obtain your own copies since you will be expected to read only selections.

- 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, and Wendy Cadge. *Introduction to Chaplaincy and Spiritual Care*. Chapel Hill, NC: University of North Carolina Press, 2022 (forthcoming)
- 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.

* Chapters from these books and additional journal articles or 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, to access readings and other documents, to upload assignments, and to participate 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, in order for a student to pass the course. If you have a concern about completing a specific assignment or meeting a submission deadline for whatever reasons, 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., Chung-Pastoral Care Case Study #1].
- 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 in 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 Masters 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 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 demand 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 for such care, neither the teaching team or the school can provide therapeutic interventions or psychological counseling.

Proviso

The professor(s) reserve 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. Students will be expected to honor the class covenant, attend class consistently (with no more than two absences), lead or co-lead one opening or closing centering moment, and engage in an equitable manner within the classroom activities and discussion. Attendance and participation requirements will include (1) Leading one opening or closing centering moment (2) Completion of weekly readings (3) In-person PCPL (Pastoral Care Peer Learning) group sessions (4) Online discussion forums on Moodle, and (5) Occasional WLMs (Weekly Learning Moments) on Moodle.

*** Pastoral Care Peer Learning (PCPL) Groups:**

PCPL Groups are designed to help you practice active listening skills. Giving and receiving feedback from your peers is a critical part of this peer learning process. You will be divided into groups of 4 persons where each person rotates between the role of listener, speaker, observer, and timekeeper. Your group 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 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. 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 will 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:**
 - Listen to feedback with an open mind to improve your pastoral caregiving skills without becoming defensive.
 - 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.
 - Because of the time constraints, you may often feel incomplete. Remember that the group is a focused opportunity to improve your listening skills using real aspects of your life. Please do not rush through your story.

2. ART OF PRESENCE JOURNAL. The purpose of your Spiritual Care Journal is to practice deep listening to your presence within your PCPL group, to your readings, and to yourself as you set your weekly intention for learning. Each week throughout the semester, you will make three brief journal entries for no less than 100 words per entry, totaling at least 300 words per week:

- 1) Listen to your presence and contribution to your PCPL group's conversation and hold it in tension with the demands on your life.

- 2) Listen to your interaction with your readings. If you already utilize a disciplined system for engaging your readings, you may use your system.
- 3) Set your intention for your upcoming week of learning, paying special attention to your work/life balance, self-care, Sabbath rest, and your desired spiritual practices.

* Please have your journal at hand during class time as journals will be used weekly in our conversations. This weekly assignment will be graded as complete/incomplete.

3. PASTORAL CARE CASE STUDY – 2 PARTS. A pastoral care case study or annotated verbatim is a two-part assignment with a goal to demonstrate your ability 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 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. INTEGRATIVE PASTORAL CARE PROJECT & PRESENTATION. This final project will weave together insights gained from the course and culminate in your own integrated theology or philosophy of pastoral or spiritual care. This project should clearly highlight your definition of care in relationship to their own particular community and spiritual tradition, what the purpose(s) of care is/are, and elements that would both resource care and make care effective on a collective level. Projects are expected to be completed in one of the following mediums:

- A 30-slide PowerPoint
- A 10-12 page paper
- Video
- A webpage
- A curriculum to train other pastoral/spiritual care givers
- A poster or a digital media campaign offering practices, resources, and helpful information about providing pastoral/spiritual care around a particular issue

The final project outline presentation is due in last class (12/7) and the actual project should be submitted by Friday, December 10, 11:59 PM. Detailed guidelines for the assignment will be provided later in class.

CRITERIA FOR GRADING

Assignment	Points	Due Dates
Attendance, Reading & Participation	30	Each week
Art of Presence Journal	10	Each class
Pastoral Care Case Study #1	15	October 12, 11:59 PM (CST)
Pastoral Care Case Study #2	15	November 9, 11:59 PM (CST)
Integrative Pastoral Care Project & Presentation	30	Presentation: December 7, 9:00 AM (CST)
		Final Project: December 10, 11:59 PM (CST)
Total Points	100	

A	94-100	B-	80-82	D+	67-69
A-	93-90	C+	77-79	D	60-66
B+	87-89	C	73-76	Pass	60 and above
B	83-86	C-	70-72	Fail	59 and below

For purposes of reference, the following standards will apply to contents of assigned papers and the class presentation.

“A” signifies an in-depth grasp of the material presented in class and in readings, and a demonstrated ability to explore the implications of that material for pastoral care beyond what is immediately evident.

This grade generally indicates sufficient interest to go beyond the required readings of the class.

The paper addresses all of the questions or issues assigned. Information is clearly focused in an organized and thoughtful manner.

Writing reflects thorough proof reading that evidences thoughtful and reasoned development of ideas and reflections constructed with correct grammar and spelling. No spelling, grammatical, or punctuation errors.

“B” signifies an adequate comprehension of class material and ability to apply the concepts to pastoral settings.

The paper addresses many of the questions or issues assigned. Information supports the thesis of the paper.

Writing reflects proper grammar, spelling, and constructed with a reasonable, easy to follow development of ideas and evidence of proof reading. Few (1-3) spelling, grammatical, or punctuation errors.

“C” indicates minimal integration of the themes of the course, but sufficient to pass.

The paper addresses only 2 or 3 of the questions or issues assigned. Project has a focus but might stray from it at times. Information appears to have a pattern, but the pattern is not consistently carried out in the paper. Information loosely supports the thesis of the paper.

Writing reflects a minimal ability to organize material and demonstrates minimal attention to grammar and spelling.

Project has a focus but might stray from it at times. Minimal (3 or 5) spelling, grammatical, or punctuation errors.

Other grades will indicate poorly organized or inadequate integration of the material, or failure to complete sections of the class requirements.

WEEKLY SCHEDULE & OUTLINE

Week #1 September 7. Introduction and Course Overview

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

Assignments:

- Introduce yourself on a discussion board, “Self-Introduction,” on Moodle.
- 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:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 9/15, noon)

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:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 9/22, noon)

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:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 9/29, noon)

Week #5 October 5. Ethics of Care

Readings:

- Doehring, “Establishing a Caregiving Relationship,” PPC (73-83)
- Coble and Springer, “Interpersonal Competence in Monitoring Power Dynamics in Ethically Complex Spiritual Care,” *Introduction to Chaplaincy and Spiritual Care* (forthcoming)
- Berlinger, “Ethics and Care of the Sick” (Moodle)
- Mandatory Reporting Laws in Illinois

Assignments:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 10/6, noon)
- Pastoral Care Case Study #1 (Due: Sunday, 10/10, 11:59 PM)

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:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 10/13, noon)

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:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 10/20, noon)

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)

Assignments:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 10/27, noon)

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” (Click [here](#))
- 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:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 11/3, noon)
- Pastoral Care Case Study #2 (Due: Sunday, 11/7, 11:59 PM)

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)
- Watch [Addicted: America’s Opioid Crisis](#)

Assignments:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 11/10, noon)

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:
 - Giles, “Never at Ease: Black, Gay, and Christian” (Moodle)
 - Thompson, “Ableism: The Face of Oppression as Experienced by People with Disabilities” (Moodle)
 - Wiggins and Williams, “Pastoral Care with African American Women: Womanist Perspectives and Strategies” (Moodle)
 - De La Torre, “Pastoral Care from the Latina/o Margins” (Moodle)
 - Ng, “Pastoral Care in the Context of North American Asian Communities” (Moodle)
 - Millspaugh, “Pastoral Care with Transgender People” (Moodle)

Assignment:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 11/17, noon)

[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” (Moodle)
- 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:

- Art of Presence Journal (before class)
- Online Discussion Forum (Due: Wednesday, 12/1, noon)

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

Assignments:

- Prepare to present your final project outline (before class)
- Integrative Pastoral Care Project (Due: Friday, 12/10, 11:59 PM)