

Introduction to Pastoral Care and Counseling

Course Code: PCC 500 | **Semester:** Spring 2021

Date and Time: Thursday 1:30-4:30 pm (CST)

Class Location: Teams (Link to be provided later)

Instructors: Jaeyeon Lucy Chung, PhD | Rochelle Johnson, ABD

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Office Hours	Wed. 12-1 pm (CST)	Thurs. 4:30-5:30 pm (CST)	Mon. 10-11 am (CST)

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 to 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 forgiveness; loss and grief; and pastoral care responses to crisis, interpersonal violence, addiction, and mental health concerns. Special consideration will be given to the importance of ethics, professional boundaries, 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 and religious histories inform their perspectives about suffering, hope, and healing. This content is organized around weekly class and peer group meetings where students will learn and practice foundational listening and caring skills.

LEARNING OUTCOMES

Students who successfully complete this course will:

- Gain beginning knowledge of the historical, biblical, and theological foundations of pastoral care.
- Be able to communicate empathically and use basic skills to develop relationships.
- Be more self-aware and more confident in being a caregiver, appreciating one's gifts and limits.
- Consider psychosocial dynamics for developing a greater sensitivity to diversity in the practice of pastoral care.
- Be able to reflect theologically on pastoral care situations.
- Recognize the role of values, beliefs, formative relationships, and social location for cultivating a pastoral identity.
- Formulate clear and specific goals and tools to nurture ongoing pastoral formation and supportive networks.

REQUIRED TEXTBOOKS

- Books listed below are available in [Amazon](#) and on library reserve: Also, **books with * are available in an e-book format through the Styberg Library Digital Collection** [Check the library catalog for [access](#)].
- Prices reflect Amazon paperback as of May 2020, unless otherwise noted – some are cheaper in Kindle version.
- Additional reading materials will be posted on Moodle.

1. Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. **Revised Expanded Edition**. Louisville, KY: Westminster John Knox Press, 2015. ISBN: 978-0664238407 \$19.79

*2. Dykstra, Robert C. *Images of Pastoral Care: Classic Readings*. St Louis, Mo: Chalice Press, 2005. ISBN: 978-0827216242 \$23.82

*3. Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*. **Second Edition**. London, UK: Jessica Kingsley Publishers, 2003. ISBN: 978-1843107507 \$18.99

*4. Mitchell, Kenneth R. and Herbert Anderson. *All Our Losses, All Our Grievs: Resources for Pastoral Care*. Philadelphia, PA: Westminster Press, 1983. ISBN: 978-0664244934 \$16.04

*5. Nichols, Michael P. *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. **Second Edition**. New York, NY: Guilford Press, 2009. ISBN: 978-1593859862 \$15.25

RECOMMENDED TEXTBOOKS

Albers, Robert, William Meller, and Steven Thurber, eds. *Ministry with Persons with Mental Illness and Their Families*. **Second Edition**. Minneapolis, MN: Fortress Press, 2019.

*Jones, Serene. *Trauma and Grace: Theology in a Ruptured World*. **Second Edition**. Louisville, KY: Westminster John Knox Press, 2019.

*Lartey, Emmanuel, and Hellena Moon, eds. *Postcolonial Images of Spiritual Care: Challenges of Care in a Neoliberal Are*. Eugene, OR: Wipf & Stock Publishers, 2020.

*Son, Angella, ed. *Pastoral Care in a Korean American Context*. New York: Palgrave Macmillan, 2020.

Swinton, John. *Raging with Compassion: Pastoral Responses to the Problem of Evil*. Grand Rapids, MI: William B. Eerdmans Pub., 2007.

Waters, Sonia. *Addiction and Pastoral Care*. Grand Rapids, MI: William B. Eerdmans Pub., 2019.

TECHNOLOGY NOTES

Since the class will meet virtually, students will need to be certain they have sufficient technological ability to access and participate in this course. The instructor is not obligated to take technological difficulties into account when assessing the student's work.

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work. Modem dial-up cannot be sufficient. Courses will have regular deadlines that must be accomplished with online activity.
- Web Browser - Students must have the latest version of the web browser (Chrome, Firefox, Internet Explorer, Safari, etc.)

- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to post in discussion forums as well as submit writing assignments on Moodle.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications.

CLASS POLICIES

Accessibility and Special Needs

Students with special needs (physical, mental, learning, etc.) should contact the Dean's Office at the beginning of the course. Please speak with the instructor after you discuss your accommodation needs with the Dean's Office.

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.

Attendance

Regular on-time attendance in the virtual classroom is expected. If you will miss a class for illness or a family emergency, you should notify the professor in advance. The Seminary-wide policy states that three absences will result in failure of the course. If you are absent, you will be still responsible for the assignment and any information covered in class.

Email Communication and Office Hours

The teaching team will observe a 24-hour email response policy for the students. Students can expect to receive an email response in no more than 24 hours except over the weekends or holidays. The teaching team members will also keep regular virtual office hours and students should be able to schedule an appointment via Office Hour Scheduler on Moodle. Each meeting slot is 15 minutes long, but students can sign up for up to two slots.

Assignments & Submissions: All 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, please contact the professor(s) as soon as possible to discuss the alternatives.

Format for Written Assignments

All written assignments must be written using Microsoft Word and submitted to Moodle. All written assignments should:

- Have the title of the assignment, your name, and submission date.
- Use Turabian citation style [refer to Kate Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations, 9th edition*].
- Be typed and double spaced.
- Use 12-point Times New Roman font and 1-inch margins.
- Use in-text citations instead of footnotes or endnotes.

- Have a separate bibliography.
- Proofread for spelling and grammar errors.
- Should be named and saved with last name-assignment name [e.g., Chung-Pastoral Care Case Study #1].

Virtual Etiquette

The class will meet virtually on the Teams video conferencing platform. To connect to the Teams, click the link on the email invitation, which should not be shared with anyone else. As a Garrett student, you should have a free account with the Teams. Download the Teams app on your computer or any other device you primarily use for classes. If you have questions about downloading the app or accessing your Teams account, contact Computer Services immediately at computer.services@garrett.edu. Please engage using the following guidelines:

- Be on time for class.
- When attending the virtual classroom, work in a quiet room if possible, with minimal background noise and distractions
- Use the integrated camera or connect a webcam to your computer.
- Use the microphone on your computer or a good noise-cancelling microphone, if possible.
- Enable video when joining each class: however, it is allowed to turn off the video during class if you need a bathroom break or experience Zoom fatigue.
- Keep your audio on mute until you want to speak.
- When you need to ask a question or make a comment, use the “Raise Hand” option, which can be found on the bottom of the Zoom window by clicking on “Participants.” Be sure to unmute yourself to talk.

Language

In all writing and class discussions, use inclusive language and think critically about language use, particularly about gender, sexual identities, race, ethnicities, social class, age, differing abilities, and theological differences. We are committed to promoting a diverse and just environment for all, in which language and practices encourage inclusion.

Gender Pronouns

People of all gender expressions and identities are affirmed in this course. If you prefer to be called a different name than what is indicated on the class roster, please let the professor(s) know. Feel free to correct your teachers and classmates about your preferred gender pronoun.

Academic Integrity

Garrett has a clear policy concerning plagiarism (See the plagiarism policy in the latest G-ETS Academic Handbook). Students are responsible for knowing and observing this policy. All written work will undergo an online plagiarism check. Plagiarism will result in a grade of zero on the assignment and reported to the Academic Dean.

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.

ASSIGNMENTS

1. **READING.** All required readings should be completed before each class meeting for which they are assigned. Our time in class will build on the readings and you are asked to bring your insights and questions to class sessions. Additional readings will often be cited, and you are encouraged to read beyond the weekly assignments. While there will be no written reflection assignments, you are highly encouraged to develop a habit of intentional reflection and annotation while reading. Refer to the guiding questions listed below:
 - What is the main point of this week's readings (focus on concepts, ideas, and themes)?
 - Write down anything that was unclear or confusing.
 - What was new to you?
 - What would you like to explore further?
 - Try to make a connection between the reading and your own experience (from personal and professional life, news stories you've seen, other classes you've taken, etc.).
 - Reflect on how you might apply an idea or skill from the readings to your current or future ministry.

2. **CLASS PARTICIPATION.** Engage class discussions and group activities with a willingness to learn and grow as a pastoral caregiver. In order to be successful in this course, you should complete all assigned readings and participate in all Pastoral Care Peer Learning (PCPL) group sessions and class activities. Participation will be assessed by:
 - Consistent contribution to class discussions
 - Use of examples and quotations from the assigned material
 - Demonstration of growing active listening skills covered in the course
 - Recognition and respect of the opinions and values expressed by others
 - Collaboration and teamwork in PCPL groups and other group activities

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

PCPL Groups are designed to help you practice active listening skills from *The Lost Art of Listening: How Learning to Listen Can Improve Relationships* written by Michael Nichols. Giving and receiving feedback to 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.

7) **Special Note:** Your PCPL groups will be conducted through Teams breakout rooms during our virtual class session. 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.

3. **COMMUNITY AWARENESS PROJECT.** Understanding the context and community is key in pastoral care. By **March 4**, you will complete a brief assignment that involves your 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. Guidelines for the assignment is attached to this syllabus.
4. **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 March 25 and the second verbatim is due May 7.** Detailed instructions are attached to this syllabus and will be thoroughly reviewed in class.

CRITERIA FOR GRADING

Grades and feedback for each assignment will be posted on Moodle

Assignment	Points	Due Dates
Reading and Class Participation including PCPL Group	30	Each class
Community Awareness Project	15	March 4, in class
Pastoral Care Case Study #1	25	March 25, 11:59 pm (CST)
Pastoral Care Case Study #2	30	May 7, 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.

CLASS SCHEDULE & OUTLINE

UNIT ONE. INTRODUCTION TO PASTORAL CARE AND COUNSELING

Week 1 February 4: Introduction and Course Overview

- Orientations to course outline, expectations, and assignments
- Introduction to one another and group norms
- What is pastoral care and pastoral counseling?
- What helps and does not help when seeking help?

Assignment:

- Bring an object that represents your image of care or healing to class.

Week 2 February 11: History and Models of Pastoral Care

- How has pastoral care historically developed?
- What models and approaches to pastoral care are available?

Reading:

- Doehring, Chaps. 1-2 (p. 1-52)
- Lartey, *In Living Color*, Chaps. 1-3 (p. 1-34)
- Dykstra, *Images of Pastoral Care*, Chaps. 1-2 (p. 22-39)

Week 3 February 18: Care of the Person, Care of the Community – A Systematic Approach

- What does context have to do with pastoral care?

- How does our relational life affect our understanding of pastoral care?
- How can we care for the community as well as individuals and families?
- Why do we need to be concerned about the common good?

Reading:

- Doehring, Chaps. 7-8 (p. 155-186)
- Lartey, Chap. 4 (p. 35-52)
- Dykstra, Chaps. 3-4 (p. 40-53)

Assignment:

- Complete listening exercise in Nichols Chapter 1.

PCPL #1:

- Listening Skill: Attending - being present with the person
- Discussion Topic: Nichols says that “it hurts not to be listened to” (p.11). Share a time when you did not feel heard or understood and how that impacted you. Share thoughts, feelings, and reactions with the group.

Week 4 February 25: Empathy and Active Listening

- What is empathy?
- What does it mean to be present with someone?
- How do I listen? What habits do I have that make it difficult for me to listen carefully to others?
- What do I need to improve?

Reading:

- Doehring, Chaps. 3-4 (p. 53-83)
- Lartey, Chap. 5 (p.55-81)
- Brooks, David. “The Art of Presence.” (Moodle)

Assignment:

- Complete listening exercise in Nichols, Chapter 2.
- Watch This Emotional Life – Family, Friends, and Lovers (PBS).
<https://www.youtube.com/watch?v=9VybkN30Ez0>

PCPL #2:

- Listening Skill: Active Listening - Actively engaging the speaker throughout
- Discussion Topic: Share a time when you tried to be empathetic. How was it received? How did the other person respond? What clues let you know that it was received well or poorly? How do you react? Share thoughts, feelings, and reactions with the group.

Week 5 March 4: Intentional Listening and Observations in Community

- Presentations

Reading: None

Assignment:

- Community awareness project due in class

UNIT TWO. INTRODUCTIN TO PASTORAL THEOLOGICAL REFLEXIBILITY

Week 6 March 11: Pastoral Care and Theological Reflexivity

- What is theological about pastoral care?
- What is my theology of pastoral care?
- What is the theology of pastoral care which is operational in my congregation or denomination?

Reading:

- Doehring, Chap. 5 (p. 85-115)
- Lartey, Chap. 6 (p. 85-111)
- Dykstra, Chaps. 13, 15 (p. 161-170, 180-187)

Assignment:

- Complete listening exercise in Nichols, Chapter 3.

PCPL #3:

- Listening Skill: Theological Reflexivity - Paying attention to life-giving and life-limiting beliefs
- Discussion Topic: Doehring says that “people change through respectful, compassionate, and trustworthy caregiving relationships” (p. 85). Share a time when you as either the caregiver or the care-receiver, witnessed change because of a “caregiving relationship.” Share thoughts, feelings, and reactions with the group.

Week 7 March 18: Pastoral Responses to Suffering and Evil

- What is your understanding of suffering and evil?
- How do we respond to suffering and evil in a pastoral care context?

Reading:

- Swinton, *Raging with Compassion*, Chaps. 1, 6 (p. 9-29, 130-178) (Moodle)
- Dykstra, Chap. 16 (p. 188-199)

Assignment:

- Complete listening exercise in Nichols, Chapter 4.

PCPL #4:

- Listening Skill: Empathetic Immersion - Submersion into the speaker's experience
- Discussion Topic: Describe your experience of how your faith tradition described theodicy. How did their definition impact people? Share thoughts, feelings, and reactions with the group.

Week 8 March 25: Pastoral Responses to Trauma

- What is trauma?
- How do we respond to those who are traumatized?
- How is it possible to experience God's grace in the midst of trauma?

Reading:

- Jones, *Trauma and Grace*, Chaps. 1-3 (p. 3-67) (Available in e-book)
- Dykstra, Chap. 7, 17 (p. 76-84, 200-208)

Assignment:

- Complete listening exercise in Nichols, Chapter 5.
- Pastoral Care Case Study #1 due - March 25, at 11:59 pm.

PCPL #5:

- Listening Skill: **Self Awareness & Listening** - Listening for and clearing away automatic emotional reactions
- Discussion Topic: Nouwen proposes the question, “What are our wounds?” (Dykstra, 77). Briefly share with the group what you are aware of (feelings, thoughts, reactions) as you reflect on Nouwen’s question.

[No Class on March 29-April 4 – Spring Break]

UNIT THREE. ISSUES IN PASTORAL CARE CONTEXT

Week 9 April 8: Grief and Loss

- What are the many ways people experience loss?
- What are central points to remember when dealing with persons experiencing any type of loss?
- What might a church community provide care during loss?
- What have been my experiences of loss? How have I found support to recover?

Reading:

- Mitchell & Anderson, *All Our Losses, All Our Grievs* (with a focus on Chaps. 3-7)
- Doehring, Chap. 6 (p. 117-129)
- Dykstra, Chap. 11 (p. 123-136)

Assignment:

- Complete listening exercise in Nichols, Chapter 6.

PCPL #6:

- Listening Skill: **Responsive Listening** - Don't argue, be inviting, repeat what you heard, be slow to respond
- Discussion Topic: Think about a time you were in dialogue with another person who held an opposing viewpoint, and you were expressing your passion and/or position/belief on a social issue. Share your position/belief on the topic with the group: share your feelings, thoughts, and reactions.

Week 10 April 15: Intimate Violence

- What are the causes of domestic or intimate partner violence?
- What are helpful interventions?
- How is intimate violence addressed in your congregation?
- What is the pastor’s role in working with families with intimate violence?

Reading:

- Doehring, Chap. 6 (p. 129-141)
- Cooper-White, Pamela. “Intimate Violence Against Women: Trajectories for Pastoral Care in a New Millennium” (Moodle)
- Chung, Jaeyeon Lucy. “Intimate Violence and Pastoral Care in the Korean American Community,” in *Pastoral Care in a Korean American Context*, Angella Son, ed., p. 27-44 (Available in e-book)

Assignment:

- Complete listening exercise in Nichols, Chapter 7.

PCPL #7:

- Listening Skill: **Good Listening** - Concentrate, listen deeply, try to relate, and communicate understanding
- Discussion Topic: Doehring identifies three negative coping practices of those who experience trauma related chronic religious struggles (p. 132-133). Share your thoughts, feelings, and reactions to this reading section.

Week 11 April 22: Addiction and Substance Abuse

- What are signs of addiction?
- What are the resources to help persons with addictions?
- How are addictions understood in your congregation or denomination?
- How are addictions preached about in your congregation? What resources are readily available for your congregation?
- What is my experience with addictions? How have I coped with those close to me who are addicted?

Reading:

- Doehring, Chap. 6 (p. 141-153)
- Specker, Sheila, and Robert Albers, "Substance-Use Disorders," in *Ministry with Persons with Mental Illness and Their Families*, Albers, Meller, and Thurber, eds., p. 93-116 (Moodle)
- Waters, Sonia, "Addiction as Soul-Sickness," in *Addiction and Pastoral Care*, p. 14-36 (Moodle)
- Dykstra, Chap. 18 (p. 209-217)

Assignment:

- Complete listening exercise in Nichols, Chapter 8.
- Watch Addicted: America's Opioid Crisis <https://www.youtube.com/watch?v=9hOyjFyE3Ek>

PCPL #8:

- Listening Skill: **Empathic Listening with Openness** - Suspended assumptions, receptivity, balanced thinking and feeling
- Discussion Topic: Identify a population, group, or category of persons (e.g., homeless persons, addicted persons, racially profiled persons, perpetrators of violence, etc.) for whom you have difficulty feeling empathy. Share your thoughts, feelings, and reactions with the group.

Week 12 April 29: Mental Illness and Trauma-Informed Pastoral Care

- What are the major causes of mental illness?
- What is a congregation's role with persons suffering from mental illness?
- How do I determine what is pastoral care and when a referral is needed? How and to whom do I refer?
- What is my experience with mental illness? How have I coped with others who are suffering with mental illness?

Reading:

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?
9. How do you related what you observe, hear, feel, and think about as it relates to your congregation?

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

- A pastor not of your denomination
- A small business owner
- A school teacher or a principal from a school in that block area
- A police officer
- A health care worker
- A shopper
- Anyone on the street

Try to gather the following information from the interview:

- What do they think are the needs of this community?
- What do they think are the resources of the community?
- What do they know about your congregation and its 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 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 or not 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.

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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 March 25 and include written responses to items A-D below (background and context, verbatim, reflection, and an initial evaluation of the student's strengths and struggles during the first interview). The second verbatim will be due on May 7 and include not only items I-IV but also additional assignment of developing alternate responses within the verbatim (item E). This final section will give you an opportunity to consider ways to offer better reflections in sections where you are less satisfied with the actual responses you recall. 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 no more than 10 pages. 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 evaluation of the verbatim than on reporting “perfect” responses to the interviewee, although the second interview should demonstrate 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 retention of research files and for destroying them when the project is complete.

I. Pastoral Care Case Study #1 - Include the following sections (Due March 25, 11:59 pm)

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) 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) 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 side table, has furrowed brow)

C. Reflection (1-2 pages):

- 1) What are the main themes of this person's story?
- 2) What issues were raised for you as a pastoral caregiver?

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 attend to in my next conversation with this person?

II. Pastoral Care Case Study #2 - Include the following sections (Due May 7, 11:59 pm)

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 (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 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?

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 attend to in my next conversation with this person?

E. Alternate responses

Please observe the following instructions carefully:

- 1) From this verbatim, select "3" statements made by the "parishioner" that could have provided an opportunity for a reflective (or mirroring) response from you (rather than a question or change of subject, for instance). Use 1-2 pages for each statement, starting a new page with each statement.
- 2) For each statement, read the statement to yourself (silently or out loud), and attend to your own experiences (feelings or thoughts) in pondering those words.
- 3) Then, for each statement, write 2 or 3 reflective responses that could have provided the care receiver confirmation a) that you had understood their meaning, affect, or content, and b) that could have invited deeper reflection on those experiences.
- 4) For each response, write a brief paragraph describing your reason for constructing that response. (This could, for instance, call on earlier information in the verbatim, visual observations, or contextual cues)
- 5) For each response, write a brief paragraph describing a response you imagine receiving from the care-receiver. (This may be a verbal response or a look of understanding, tears, connections with earlier comments, etc.)

Template for Section E:

Each of the three statements should be listed at the top of a page, with responses listed as follows:

- 1) Care-receiver (parishioner) statement [include letter and number of responses from initial verbatim]

C5: "We'd just spent an hour and a half talking about my mother's worries about her brother. I wanted to tell her about the hard time I am having at school, but she remembered something else she had to do."

2) Reflective response (from pastor) #1

P5: “You were really disappointed that your mother didn’t have time for you, especially after you’d listened so carefully to her concerns.”

a. Paragraph re: rationale

C (Joe) doesn’t talk easily about his feelings, especially angry feelings, and had already mentioned three times when someone ignored or neglected him. He had also admitted that he didn’t want anyone else to feel that they owed something to him. I hope this reflection would provide a gentle way to express his unhappiness and grasp a fuller picture of his own relationship with his mother.

b. Imagined response from care-receiver (parishioner)

C6: “You know, I guess I really was. I didn’t think much about it at the time, but I was pretty hurt. My mother used to have good ideas about things I was worried about.”

3) Reflective response (from pastor) #2

P5: “You were pretty angry that your mother could just walk away from your concerns, after you’d invested so much in talking about hers.”

a. Paragraph re: rationale

C (Joe) is usually aware of his feelings, except when it comes to his mother. He often understates them, perhaps fearing that if he were to voice them more directly, their relationship would be damaged. (Sometimes he is also reluctant to speak directly to me about times I have disappointed him) I hoped my response would capture the strength of his feelings and let him know that someone else could imagine them, too. This might give him an opportunity to hear them expressed in different words and communicate that I could understand accurately how he felt in this circumstance.

b. Imagined response from care-receiver (parishioner)

C6: “I really was. Who is she to take up all that time and attention from me and then walk away when I need something from her? She left me high and dry with my school stuff floating in mid-air. What am I supposed to do when she dumps me like that? Just see if I ever trust her again with anything that’s bothering me – or listen to her again, for that matter.”

4) Reflective response (from pastor) #3 (optional)

a. Paragraph re: rationale

b. Imagined response from care-receiver (parishioner)

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 opening section of the paper but are developed.
- ⑩. 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. Self reflection section indicates both positive and negative critique of how you used yourself in this interaction.

Section E:

- ⑬. The choices of statements are clearly central ones in the dialogue.
- ⑭. Your rewrites indicate an attempt to respond to the meaning of what the person communicated.
- ⑮. Your rewrites are empathic.
- ⑯. Your reflection indicates some depth of thought about your choice of new responses.
- ⑰. Your rewrites of the person's possible responses is realistic and you support these responses with evidence.
- ⑱. Your reflection on their responses is congruent with how you have presented the person in the verbatim and description.
- ⑲. Writing reflects thorough proofreading that evidences thoughtful and reasoned development of ideas.
- ⑳. Writing reflects thorough proofreading that evidences correct grammar and spelling.