

Introduction to Pastoral Care & Counseling (PCC 500)

Spring, 2023 | Thursday, 2:30 – 5:30PM

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DESCRIPTION

This course introduces students to the theories, models, and approaches to pastoral care and counseling. Most of these will be from Christian perspectives, with a sensitivity to other religious traditions. The course is designed to help students cultivate a professional 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. The course will also explore the nature of suffering, evil, and trauma; loss and grief; and pastoral care responses to crises, interpersonal violence, addiction, and mental health concerns across the life cycle. Students will be given opportunities to 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.

APPROACH

I am pleased that you're taking this course, and I have endeavored to develop the class around learning opportunities for us all to be stronger caregivers. It will be somewhat of a hybrid, meeting in-person and virtually. We are all together in the effort, so I invite you to take seriously your presence and the presence of everyone else. Right away, get used to the gesture of your presence being a caring one. Learning happens in community, in collegial conversation over readings and work, and through action-reflection-action, and I look forward to our learning. In my work life, I am a clinical pastoral educator at Northwestern Memorial Hospital in Chicago. Having served in two congregations for 16 years, I ended that part of my service in 2017 to begin PhD studies in pastoral theology, personality, and culture at Garrett-Evangelical Theological Seminary where I'm in the dissertation stage.

I teach assuming that your experiences will meet, even if imperfectly, the readings and assignments, and that whatever you offer us from such meetings will enrich what we do. As instructor, I reserve the right to revise the map presented in the syllabus, articulating those changes in class and/or on Moodle. I will respond to the needs and resources of the class and this learning community. Office hours will be responsive to your initiated request, be based on mutual schedule availability, and occur online. Contact me via email to schedule time of 15 or 30 minutes, depending on what you need, and I'll set up a zoom meeting.

As for weekly session, in general, each class will consist of a (re)gathering; conversation around current events; topical discussion of readings and skills; and working together to serve actual/imagined care recipients. I will draw upon your experiences and stories, my own, our authors, and public resources. We will embed time for questions, answers, and open time.

OUTCOMES

Outcome:
Gain beginning knowledge of the historical, biblical, and theological foundations of pastoral care.
Cultivate self-awareness and strengthen their internal, relational, and spiritual resources.
Develop active listening skills and empathic responses in pastoral care relationships.
Consider psycho-organizational-social-spiritual dynamics for developing a greater sensitivity to DEIAJ (Diversity, Equity, Inclusion, Accessibility, and Justice) in the practice of pastoral care.
Reflect ethically and theologically on pastoral care and counseling situations.
Formulate clear and specific goals and tools to nurture ongoing pastoral formation and supportive networks.

READINGS

All the books I pull these readings from are worth looking at seriously and, perhaps, purchasing. In reading, do so by keeping these questions before you: What is the author saying and intending in the material? How is what's in the material helping me understand care? What are the impacts upon me and I those I serve if I implement what I'm reading? What do I agree with, disagree with, am soul-troubled by, and what questions would I ask the author if I could? Other "readings" are listed on Moodle sections even as they are in digital, recorded, and video forms.

Required Readings

Doehring, Carrie. (2015). *The Practice of Pastoral Care: A Postmodern Approach*. **Revised Expanded Edition**. Louisville: Westminster John Knox Press. ISBN: 978-0664238407

Lartey, Emmanuel Y. (2003). *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*. NY: Jessica Kingsley. ISBN: 978-1843107507

Supplemental Readings

Battle, Michael. (2009). *Ubuntu: I in You and You in Me*. New York: Seabury Books.

Boyd, Marsha Foster. (1997). "WomanistCare" in *Embracing the Spirit: Womanist Perspectives on Hope, Salvation, and Transformation*. Emilie M. Townes (ed.). Maryknoll: Orbis, 197-202.

Buhuro, Danielle, ed. (2019). *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.

Butler, Lee H. (2004). "Testimony as Hope and Care: African American Pastoral Care and Black Theology at Work," in *Living Stones in the Household of God: The Legacy and Future of Black Theology*. Linda E. Thomas (ed.). Minneapolis: Augsburg, 24-32.

Cooper-White, Pamela. (2004). *Shared Wisdom: Use of the Self in Pastoral Care and Counseling*. Minneapolis: Fortress Press.

De La Torre, Miguel. (2009). "Pastoral Care from the Latino/a Margins" in *Injustice and the Care of Souls*. Minneapolis: Fortress Press, 59-72.

Guthrie, Kathryn. "Models of God: Empowerment, Intimacy, Hope." *The Journal of Pastoral Care* 47.1 (1993): 24–34. Web.

Ivy, Steven. (2015). "Professionalism and Ethics" in *Transforming Wisdom: Pastoral Psychotherapy in Theological Perspective*. Felicity B. Kelcourse and K. Brynolf Lyon (eds.), 116-133.

Josselson, Ruthellen. (2013). "The Empathic Attitude of Listening" in *Interviewing for Qualitative Inquiry*. NY: Guilford Press, 80-101.

Kidd, Robert A. (2011). "Foundational Listening and Responding Skills," in *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Stephen B. Roberts (ed.). Woodstock: Skylight Paths, 92-105.

Kornfeld, Margaret. (2000). *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. NY: Continuum. ISBN: 978-0826412324.

Kujawa-Holbrook, Sheryl, and Karen Montagno, ed. (2009). *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Fortress Press.

Lartey, Emmanuel, and Hellena Moon, ed. (2020). *Postcolonial Images of Spiritual Care: Challenges of Care in a Neoliberal Age*. Eugene, OR: Wipf & Stock.

Lipsky, Laura van Dernoot with Connie Burk. (2009). *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*. Oakland, CA: Berrett-Koehler Publishers.

Maynard, Elizabeth, and Jill Snodgrass, ed. (2015). *Understanding Pastoral Counseling*. New York: Springer Publishing Company.

Mitchell, Kenneth R. and Herbert Anderson. (1983). "Dynamics of Grief" in *All Our Losses, All Our Grievs*. Louisville: WJKP, 53-85.

Moon, Helena & Emmanuel Lartey (eds.) (2022). *Postcolonial Practices of Care: A Project of Togetherness during Covid-19 and Racial Violence*. Pickwick.

Patton, John. (2005). *Pastoral Care: An Essential Guide*. Nashville: Abingdon Press.

Patton, John. (2015). *Pastor as Counselor: Wise Presence, Sacred Conversation*. Nashville: Abingdon Press.

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

Walker-Barnes, Chanequa. (2014). "For My Yoke Is Easy: Liberating Black Women from The Burden of Strength," in *Too Heavy A Yoke: Black Women and the Burden of Strength*. Eugene: Cascade, 160-198.

Waters, Michelle. (2005). "Internet Addiction Disorder and Pastoral Care." *American Journal of Pastoral Counseling* 8.1: 3–12. Web.

Wimberly, Edward P. (2015). "The Family Context of Development: African American Families," in *Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul*. Felicity B. Kelcourse (ed.). St. Louis: Chalice, 122-136.

EXPECTATIONS & REQUIREMENTS

Participation in Learning

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

Second, you will be responsible for offering one current pastoral concern from the week. Students will sign up in the first class, choosing one week where they bring one short piece from the media in order to engage the class around acts of pastoral care.

Third, each student will lead one centering time for the entire class. This can be done during an already-listened presentation or at a different time so long as the instructor is aware, ahead of time, of the student's choice. While these two leadership tasks are non-graded evidence of participation in our class, they will be useful in developing a spirit of generosity and compassion in this course on pastoral care.

Evaluation of Learning

Participating is evidence, throughout the course, of attendance and attentiveness. In evaluating learning, you are evaluating, at least in part, attentiveness to the course work, course assignments, and course attendance. What are you attending to? This is a major guiding

wondering to host. In some ways, this can only be a spiritual exercise and we are directly attempting to *learn* across the spectrum of our identities.

Evaluation of Assignments

All assignments are due by the due date in the schedule. Further, all assignments must be completed in order to pass the class. Evaluation will occur on two or three levels, personal evaluation, peer evaluation, and instructor evaluation. Learners will be responsible for providing a personal evaluation of learning activities. Peer evaluation will be part of the weekly caregiver/care-seeking assignment. Instructor evaluation will occur in a number of forms, including immediate feedback in class and written feedback on submitted assignments.

Presentations of Learning

Thinking, Feeling, Being Paper – 10 Weekly Papers, 10 pts each, Possible 100 pts, 25% of grade

This weekly assignment serves to show what you're considering, sensing, and doing in relation to the course materials. This requires faithful attendance in class and engagement with readings. To complete this weekly paper, you'll need to read regularly, participate in class sessions, and evaluate your own movement and action. Brief papers, they require your readiness, openness, and engagement. Papers are due weekly by Wednesday, 2:30PM (Central) for all weeks class is in session beginning February 9 until April 20. The initial paper is longer since the class will not meet that week (See prompts in Moodle). Consider the instructor your primary audience.

Developing a Pastoral Care Relationship – 10 pts, Possible 100 pts, 25% of grade

This is a course-long assignment where you will develop a care relationship with a peer in the class. Approach the paired assignment as you might any relationship, including beginning from and with what you have. Consider peers and instructor as within your primary audience.

Presenting a Pastoral Concern – 10 pts, 25% of grade

This assignment gives room for students to articulate pastoral concerns, assessments, and interventions which need more attention than our class time allows. Perhaps it turns toward your anticipated context for ministry or toward your existing one in a unique, focused way. Topics that are germane to this course—and often covered in intro courses include violence, trauma, addiction, relationships. Presentations will be Mar 2, Mar 9, Mar 16, Mar 23, Mar 30. Consider the class participants your primary audience.

Crafting a Project for Community Care – 10 pts, 25% of grade

This assignment pushes you to imagine pastoral care within a particular community. Each student will name or identify the community under consideration and then work to apply concepts and lessons from the course materials. In order for this assignment to be useable, students must integrate explicitly the readings, lectures, notes, and gifts of this course, though not be limited to them. Projects will be presented in class on April 27 and May 4. Consider the identified community your primary audience.

Extra Credit – 5 pts

Interview – Initiate and conduct a meaningful conversation with a pastoral caregiver you have not had professional or personal contact with, by drawing upon the skills in this course and your own interest to develop and engage in the interview. Prepare a summary of your learnings in 3-5 pages; providing an audio/video-recorded interview and analysis is acceptable as well.

Total possible pts 220

GRADING

Grading

The following sketch assumes timeliness since late assignments will not be accepted. The due dates are generous. Extra credit will only increase the grade to meet a 100% score for the course grade.

Categories	Grade Breakdown		
Content	Assignment includes all directions provided, including logistical ones. 3 pts	Assignment includes most directions but has logistical directions that were not followed. 2 pts	Core directions were not followed, though logistical directions were. 0-1 pt
Integration	Assignment includes strong elements of integration between the student, theory of care, and practice of care. 3 pts	Assignment includes some elements of integration between the student, theory of care, and practice of care. 2 pts	Assignment includes very little elements of integration between the student, theory of care, and practice of care. 0-1 pt
Writing	Assignment is nearly free of typos, grammatical errors, misspellings. 3 pts	Errors do not distract from the student's overall point and writerly aim. 2 pts	Errors are numerous and block the overall aim/understanding of the essay. 0-1 pt
T, F, B Paper Up to 10 pts/ paper	Developing a Care Relationship Up to 10 pts/reflection	Community Care Project Up to 10 pts/project	Pastoral Concern Presentation Up to 10 pts/project
A: 94-100	B+: 87-89	B-: 80-83	C: 74-76
A-: 90-93	B: 84-86	C+: 77-79	C-: 70-73

Class Policies

Sensitivity. Our course readings and discussions will often focus on mature, difficult, and potentially challenging topics. Given the personal and theological nature of these topics, know that the readings and discussions might activate strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. These are feelings that may rise in you and in others. In a course where we are being introduced to care, anticipating these is vital for learning.

Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in this course. Also, know that the goals of the course are educational rather than therapeutic, so if necessary, please plan for external emotional support from supportive friends, a therapist, clergy person, pastoral counselor, or social service agency. GETS also provides support through the Dean of students and we offer limited short-term support through a network of counselors.

Academic integrity and [plagiarism](#). 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. (See 19-20 Handbook, 12, 78-83)

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. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (See 19-20 Handbook, 84)

Writing Support. The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Inclusivity/Diversity. 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. Full attendance is required. If you will miss class, it is good ministerial and collegial practice to inform the instructor as soon as practical. That will be our basic guideline. Students who miss more than 3 class sessions should not expect to pass the class. If you are late to class more than twice, that will constitute one absence. (See 19-20 Handbook, 19)

Staying Informed. As a student, it is up to you to stay in connection with the course site on Moodle and with the teaching team around announcements and course changes. Those changes will be mentioned in class and on Moodle, with Moodle being the primary site for communication.

Minimum Technological Requirements (for online gathering and technology use)

- 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.

- Web Browser - Students must have the latest version of a standard web browser (Firefox, Internet Explorer, Safari, Chrome, 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. The Northwestern University Library has a computer center as well.
- 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. Students without MS Office or Apple iWork might try the freely available OpenOffice applications: <http://www.openoffice.org>. Also available to students is the Google Drive suite to create documents and presentations (<http://drive.google.com>).

COURSE CALENDAR

- Feb 2 Introductions & Syllabus; Backgrounds
Readings: None
- Feb 9 Backgrounds & Historical Foundations;
No meeting Begin Pastoral Care Relationship Assignment
Readings: Doehring, (xiii-xxviii), Lartey, *In Living Colour* (chs 1-4), Lartey & Moon (2020, pps. 1-17)
- Feb 16 Theological & Political Foundations
Readings: Butler (pps. 24-32), Cooper-White (pps. 181-194), Doehring (pps. 1-36), Lartey, *In Living Colour* (ch 5-6)
- Feb 23 Social Foundations & Ethical Considerations
Readings: Doehring (pps. 73-84), Ivy (pps. 116-133), Lartey, *In Living Colour* (ch 7), Moon (pps. 169-189)
- Mar 2 Pastoral Care Relationships: Attending
Pastoral Concern Presentations
Readings: Boyd (pps. 197-202), Doehring (pps. 37-52), Patton (*Pastoral Care*, pps. 1-19)
- Mar 9 Pastoral Care Relationships: Listening
Pastoral Concern Presentations
Readings: Doehring (pps. 53-72), Josselson (pps. 80-101)
- Mar 16 Pastoral Care Relationships: Assessing
Pastoral Concern Presentations
Readings: Doehring (pps. 155-172), Kidd (pps. 92-105)

- Mar 23 Pastoral Care Relationships: Grieving
Pastoral Concern Presentations
Readings: Doehring (pps. 85-154), Mitchell (pps. 53-85), Kornfeld (pps. 188-229)
- Mar 30 Pastoral Care Relationships: Recovering
Pastoral Concern Presentations
Readings: Atiba “Rethinking Interpretive Tools,” Guthrie “Models of God,” Waters “Internet Addiction Disorder and Pastoral Care,” Wixson, “Addiction, Power, and the Question of Powerlessness” (*Injustice and the Care of Souls*, pps. 153-172)
- Apr 6 *NO CLASS* or ASSIGNMENTS
- Apr 13 Community Care: Networking/Referring
Readings: Deal and Maygar-Russell (pps. 115-137), Kornfeld (pps. 91-113)
- Apr 20 Community Care: Peace-Making
Readings: De La Torre (pps. 59-72), Hur (pps. 133-143), Walker-Barnes (pps. 160-198)
- Apr 27 Community Care: Justice-Seeking
Community Care Project Presentations
Readings: LaMothe (pps. 623-638), Sheppard (pps. 125-147), Smith & Riedel-Pfaefflin (pps. 110-128), Thompson (pps. 211-226)
- May 4 Community Care: Celebrating
Community Care Project Presentations
Readings: None

Developing a Pastoral Care Relationship Guidelines

Description

The goal of the assignment 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 exercise, an integrated part of the in-person instruction, will take place each week for at least 30 minutes; there will be 10 sessions in total. In a small, intimate group setting (three people), each student will play different roles of speaker (care receiver), listener (care provider), observer/timekeeper, and will switch such roles weekly. Once the group is formed, students will stay with the same group throughout the semester. Students will bring a 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. Time will allow for all persons to respond to the learning happening. The exercise will be organized according to the following:

Roles

- 1) **Speakers** will share their thoughts and feelings about a real situation for 10-15 minutes. After receiving care from the listener, the speaker will have additional time to share their own thoughts, feelings, or reactions about the listener's use of the listening skills.
- 2) **Listeners** will use the designated skills listed in the course syllabus and respond to the speaker as appropriate. Listeners will build on previous skills while adding a new skill to their listening repertoire.
- 3) **Observers** will observe the care occurring and keep time for the relationship in development. They will also ensure that speakers take no more than 15 minutes to share initially their pastoral concern. More time might be allowed for more in-depth topics.

Considerations

- ✦ Give feedback that 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.
- ✦ Take your time. Please do not rush through your story.
- ✦ 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.

OTHER LEARNING RESOURCES

Recommended Websites	www.acpe.edu www.aapc.org https://www.apa.org https://www.professionalchaplains.org https://www.sdicompanions.org/
Recommended Journals	<ol style="list-style-type: none"> 1. American Journal of Hospice & Palliative Medicine 2. Journal of Health Care Chaplaincy 3. Journal of Family Practice 4. Plain Views 5. International Journal for the Psychology of Religion 6. Journal of Pastoral Care 7. International Journal of Psychiatry in Medicine 8. Journal of Religion and Health 9. Journal for the Scientific Study of Religion 10. Journal of Pastoral Care & Counseling 11. Journal of Clinical Psychology 12. Journal of Religious Gerontology 13. Chaplaincy Today 14. Journal of Pain and Symptom Management 15. Journal of Counseling and Development 16. Journal of Marital & Family Therapy 17. Counselor Education and Supervision 18. Clinical Supervisor 19. Professional Psychology 20. Journal of Systemic Therapies
Professional Organizations	<p>American Counseling Association Association for Assessment and Counseling in Education (AACE) Association for Adult Development and Aging (AADA) Association for Creativity in Counseling (ACC) Association for Lesbian, Gay, Bisexual and Transgender issues in Counseling (ALGBTIC) Association for Multicultural Counseling and Development (AMCD) Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) Association for Specialists in Group Work (ASGW) Association for Humanistic Counseling (AHC) American College Counseling Association (ACCA) Association for Counselors and Educators in Government (ACEG) Association for Counselor Education and Supervision (ACES) American Mental Health Counselors Association (AMHCA) American Rehabilitation Counselors Association (ARCA) American School Counselor Association (ASCA) Counselors for Social Justice (CSJ) International Association of Addiction and Offender Counseling (AAOC) International Association of Marriage and Family Counselors (AMFC) National Career Development Association (NCDA) National Employment Counseling Association (NECA)</p>

Recommended Introductory Texts	<p><i>A Loving Home</i> by Lee H. Butler</p> <p><i>Pastoral Care in Historical Perspective</i> by William Clebsch and Charles Jaekle</p> <p><i>Pastoral Care and Social Conflict</i> by Pamela Couture and Rodney Hunter</p> <p><i>The Practice of Pastoral Care</i> by Carrie Doehring</p> <p><i>An Introduction to Pastoral Care</i> by Charles Gerkin</p> <p><i>Hearing Beyond the Words: How to Become a Listening Pastor</i> by Emma Justes</p> <p><i>The Lost Art of Listening</i> by Michael Nichols</p> <p><i>Introduction to Pastoral Care</i> by John Patton</p> <p><i>African Americans and Grief</i> by Paul Rosenblatt and Beverly Wallace</p> <p><i>Navigating the Deep River</i> by Archie Smith</p>
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