

Introduction to Pastoral Care and Counseling

Course Code: PCC 500 | **Semester:** Spring 2022
Date and Time: Tues. 9:00am-12pm (CST)
Class Location: Teams (Link to be provided later)
Instructor: Rochelle Johnson, ABD

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Office Hours	Monday 12:00pm-1:00pm (CST)

COURSE DESCRIPTION

This introductory level course will provide students with an overview of the theories, models, and approaches to pastoral care and counseling. It is designed to aid students in their development as pastoral care professionals and teach the core skills for empathic and compassionate caregiving. In this course we will engage a variety of concerns that are a part of the human condition and faced by individuals, families, and communities in the ministry context, e.g., interpersonal violence, substance abuse, mental health conditions, grief, and loss, etc. Students will have an opportunity to examine how their social location, religious experience and embedded theologies influence how they provide pastoral care. This course will provide an opportunity for weekly peer group meetings during which students will practice core listening and caring skills.

Goals

Knowing: Gain beginning knowledge of historical, biblical, and theological foundations of pastoral care. Gain core listening skills and a beginning knowledge of pastoral care tools.

Doing: Be able to communicate and listen empathically and use basic skills to develop relationships. Be able to reflect theologically on pastoral care situations.

Being: Be more self-aware. Be more attuned to the emotions of others. Be more confident in being a caregiver, appreciating one's gifts and limitations. Be informed about how social location and religious experience shapes pastoral care identity.

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 October 20, 2021, unless otherwise noted – some are cheaper in Kindle version.
- Additional reading materials will be posted on Moodle.

1. Coleman, Monica, A. *The Dinah Project: A Handbook for Congregational Response to Sexual Violence*. Eugene, OR: Pilgrim Press, 2010. ISBN: 978-1-60899-4373. \$24.00

2. 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

*3. Holbrook-Kujawa, Sheryl, A. and Montagno, Karen, B. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis, MN: Fortress Press, 2009. ISBN: 978-0-8006-6235-6 \$22.99

*4. 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 \$29.95

*5. Mitchell, Kenneth R. and Herbert Anderson. *All Our Losses, All Our Grievs: Resources for Pastoral Care*. Philadelphia, PA: Westminster Press, 1983. ISBN: 978-0664244934 \$17.99

6. Nichols, Michael P. *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. **Third Edition**. New York, NY: Guilford Press, 2009. ISBN: 978-1462542741 \$16.67

*7. Patton, John. *Pastor as Counselor: Wise Presence, Sacred Conversation*. Nashville: Abingdon Press, 2015. ISBN: 978-1630886905 \$12.98

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.

Crumpton, Stephanie, M. *A Womanist Pastoral Theology Against Intimate And Cultural Violence*. New York, NY: Palgrave Macmillan, 2014.

*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 Age*. Eugene, OR: Wipf & Stock Publishers, 2020.

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

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

Lipsky, Laura. *Trauma Stewardship: An Everyday Guide to Caring For Self While Caring For Others*. Oakland, CA: Berrett-Koehler Publishers, 2009.

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. (<http://courses.garrett.edu>)
- ✦ 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

Academic Accommodations

Students with documented accommodation needs (physical, emotional, 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 (Dr. Karen Mosby).

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 and Class Participation

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. **After two absences for any reason, or if you are late for two classes and absent once your final grade will be lowered one grade.**

Students will be allowed to access the laptop or iPad, but cell phones should be silenced during the entire class period.

Email Communication and Office Hours

Students can expect to receive an email response in no more than 24-48 hours except over the weekends or holidays. The professor will be available for virtual office hours immediately following each class. Please email in advance to schedule a meeting time.

Assignments & Submissions: All assignments should be completed, on deadline and as assigned, for a student to pass the course. If you have a concern about completing a specific assignment or meeting a submission deadline for whatever reasons, please contact the professor 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., Johnson-Pastoral Care Interview #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 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. To be successful in this course, you should complete all assigned readings, **lead at least one opening or closing centering moment 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 3 or 4 persons where each person rotates between the role of listener, speaker, observer, and timekeeper. Please note that group size may change depending on the number of students. 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 5-10 minutes. After receiving feedback from the observer, the **speaker** will have an additional couple more minutes to share their own thoughts, feelings, or reactions about the **listener's** use of the listening skills.
- 2) **Listeners** will use the designated skill listed in the course syllabus. Each week listeners will build on previous skills while adding a new skill to their listening repertoire. After receiving feedback from the observer and speaker, the listener will have 2 minutes to respond to feedback.
- 3) **Observers** will give feedback to the **listener** about the use of the listening skills. (2-3 min)

- 4) **Timekeepers** will use a timer or a timekeeping app to keep each person and the group on task for the allotted time. Timekeepers will ensure that speakers take no more than 10 minutes to share and observers use no more than 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.
- 6) **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. **At least two students** should have an opportunity to share in PCPL group weekly.

3. READING AND REFLECTION JOURNAL:

The purpose of this journal is to record your reflections as you engage the weekly readings. You will have an opportunity to share these reflections in your PCPL groups. Each time you engage weekly readings write in your journal totaling at least 400 words:

- 1) Listen to your mind, body, and spirit as you reflect on the weekly readings and/or guided questions. Note feelings, thoughts, memories, physiological reactions, etc.
- 2) Listen to the readings and/or reflect on guiding questions, connect with your own experiences, both personal and professional.
- 3) Please have your journals in class to share in PCPL group and use in our classroom discussions

4. PASTORAL CARE INTERVIEW – 2 PARTS. A pastoral care case interview 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 15 and the second verbatim is due April 19.** Detailed instructions are attached to this syllabus and will be reviewed in class.

5. INTEGRATIVE PAPER AND PRESENTATION. Write a 2000–2500-word integrative research paper presenting a case study of a pastoral care encounter. You will engage the course readings and your own research about the pastoral care encounter. In this research paper you should engage resources from the course readings and other resources. You may use the same pastoral care concern that you initially write about in your pastoral care interviews. You will prepare an outline and present on your paper on **April 26th and May 3rd.** Detailed instructions are attached to this syllabus and will be reviewed in class.

CRITERIA FOR GRADING

Grades and feedback for each assignment will be posted on Moodle

Assignment	Points	Due Dates
Reading, Attendance, Journaling and Class Participation including PCPL Group	30	Each class
Pastoral Care Case Study #1	15	March 15, 11:59pm (CST)
Pastoral Care Case Study #2	20	April 19, 11:59 pm (CST)
Integrative Paper Outline & Presentation		April 26 & May 3, 9:00a (CST)
Final Integrative Paper	35	May 4, 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 1: 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:

- Introduce Yourself – Introduce yourself on a discussion board, “Self-Introduction” on Moodle. Instructions are on the board. Due Monday, 1/31 before 5p
- My Image of Care – Draw your image of care or bring an object to show in class. Be prepared to share in class, in a few words how this picture or object reflects your image of care and/or healing.

Week 2 February 8: 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. 1-59)

Week 3 February 15: 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. 60-78)
- Nichols, Chap. 1 (p. 1-28)

Assignment:

- Complete listening exercise in Nichols Chapter 1. (ques. 2-6)
- Reading and Reflection journal

PCPL #1:

- Listening Skill: Attending - being present with the person, understanding their feelings, be affirming, and validating.
- Discussion Topic: Listening exercise in Nichols, ques. 2-6. Share thoughts, feelings, reactions, and reflections in the group.

Week 4 February 22: 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.81-111)
- Brooks, David. "The Art of Presence." (Moodle)

Assignment:

- Complete listening exercise in Nichols, Chapter 2. (ques. 4,5,7)
- Reading and Reflection journal

PCPL #2:

- Listening Skill: Active Listening - Actively engaging the speaker throughout, being fully immersed
- Discussion Topic: Listening exercise in Nichols, ques. 4,5,7. Share thoughts, feelings, reactions, and reflections in the group.

Week 5 March 1: Self-Care as Community Care

Reading:

- Listen to "Self-Care as Generational Healing" by Alex Elle (On Being Project)
<https://onbeing.org/programs/alex-elle-self-care-as-generational-healing>
- Lipsky & Burk, Chapter 1-5 (p.11 -123) (Moodle) or eBook

Assignment:

- Reading and Reflection journal – Reflect on questions in Lipsky & Burk, Pg. 19 (What is your own history of hardship, pain, suffering, and trauma? What, if anything in your history led you to the work that you do? What resources are available to you?)

UNIT TWO. INTRODUCTIN TO PASTORAL THEOLOGICAL REFLEXIBILITY

Week 6 March 8: 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. 113-139)

Assignment:

- Complete listening exercise in Nichols, Chapter 3
- Reading and Reflection journal
- Mid Semester Survey

PCPL #3:

- Listening Skill: Theological Reflexivity– Paying attention to life-giving and life-limiting beliefs
- Discussion Topic: Take time to reflect on your **own** embedded theology around suffering and evil. Identify, what embedded beliefs, values, and spiritual coping from childhood that still influence your thoughts, feelings, and assumptions around suffering and evil? Is your embedded theology life-giving or life limiting? Does this embedded theology align with your own personal experience? (Doehring, p. 91) Share thoughts, feelings, reactions, and reflections in the group.

Week 7 March 15: A Congregational Response to Sexual Violence

- What is sexual violence?
- How do we respond to sexual violence in a pastoral care context?
- How do we respond to those who are survivors of sexual trauma?
- How is it possible to experience God's grace following a sexual trauma?

Reading:

- Coleman, Preface (p. ix-xiii), Chap. 1-4 (p. 1-16), Chap. 10-12 (p.64-97)
- Doehring, Carrie. “The Absent God: When Neglect Follows Sexual Violence” (Moodle)

Assignment:

- Complete listening exercise in Nichols, Chapter 4.
- Reading and Reflection journal
- **Pastoral Care Case Study #1 due - March 15, at 11:59 pm.**

PCPL #4:

- Listening Skill: Empathetic Immersion - Submersion into the speaker's experience
- Discussion Topic: Take time to reflect on your **own** embedded theology around forgiveness and sexuality. Identify, what embedded beliefs, values, and spiritual coping from childhood that still influence your thoughts, feelings, and assumptions around forgiveness and sexuality? Is your embedded theology life-giving or life limiting? Does this embedded theology align with your own

personal experience? (Doehring, p. 91) Share thoughts, feelings, reactions, and reflections in the group.

[No Class on March 21-March 25 – Spring Break]

Week 8 March 29: 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)
- Masango, Maake and Motsi, Ray, G. "Redefining Trauma in an African Context: A Challenge to Pastoral Care." (Moodle)

Assignment:

- Complete listening exercise in Nichols Ch. 5
- Reading and Reflection Journal

PCPL #5:

- Listening Skill: Self Awareness & Listening - Listening for and clearing away automatic emotional reactions
 - Discussion Topic: Listening exercise in Nichols, ques. 2. Share thoughts, feelings, reactions, and reflections in the group.

UNIT THREE. ISSUES IN PASTORAL CARE CONTEXT

Week 9 April 5: 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?
- How 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)
- Listen to "Navigating Loss Without Closure" by Pauline Boss (On Being Project) <https://onbeing.org/programs/pauline-boss-navigating-loss-without-closure/>
- Watch "Dealing with Grief: A Series of 5 Short, Powerful Videos" (American Nurses Foundation) <https://advancingexpertcare.org/griefresources>

Assignment:

- Complete listening exercise in Nichols, Chapter 6.
- Reading and Reflection Journal

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 12: 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)
- Rolle, Luca, et.al. "When Intimate Partner Violence Meets Same Sex Couples." (Moodle)
- Crumpton, Chap. 1 (p.25-63) (Moodle)

Assignment:

- Complete listening exercise in Nichols, Chapter 7.
- Reading and Reflection Journal

PCPL #7:

- Listening Skill: Good Listening - Concentrate, listen deeply, try to relate, and communicate understanding

Discussion Topic: Listen deeply to the voices of the women in Crumpton's chapter, "I Can Speak for Myself." Are any of the stories particularly difficult to listen to? If so, what do you notice, thoughts, feelings, physiological reactions, etc.? Note your reactions in your journal. Share your thoughts, feelings, and reactions to this reading section in group

Week 11 April 19: 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)

Assignment:

- Complete listening exercise in Nichols, Chapter 8.
- Watch Addicted: America’s Opioid Crisis <https://www.youtube.com/watch?v=9hOyjFyE3Ek>
- Reading and Reflection Journal
- **Pastoral Care Case Study #2 due – April 19, at 11:59 pm.**

PCPL #8:

- Listening Skill: Empathic Listening with Openness - Suspended assumptions, receptivity, balanced thinking and feeling

Discussion Topic: Take time to reflect on your personal beliefs regarding persons living with an addiction. Identify, what embedded beliefs, values, and spiritual coping from childhood that still influence your thoughts, feelings, and assumptions around addiction? What biases, assumptions, judgements, etc. are you aware of? Has your life been impacted by someone living with an addiction? If so, please explain. Share thoughts, feelings, reactions, and reflections in the group.

Week 12 April 26: Mental Health a Pastoral Care Response

- What are the major causes of emotional distress?
- What is a congregation’s role with persons experiencing emotional distress?
- 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 emotional distress? How have I coped with others who are suffering with emotional distress?

Reading:

- Meller, William, and Robert Albers, “Depression,” in *Ministry with Persons with Mental Illness and Their Families*, Albers, Meller, and Thurber, eds., p. 1-21 (Moodle)
- Mackenzie, Thomas and Neuger Cozad, Christie, “Anxiety,” in *Ministry with Persons with Mental Illness and Their Families*, Albers, Meller, and Thurber, eds., p. 23-46 (Moodle)
- Park, Lisa. “A Letter to My Sister,” in *Making More Waves: New Writing by Asian American Women* (Moodle)
- Jones, Ed. “A Reflection on Mental Health and Mental Illness: Which One Should Lead the Way?” <https://www.psychcongress.com/article/reflection-mental-health-and-mental-illness-which-oneshould-lead-way>
- Greider, Kathleen, “Care That Helps,” in *Much Madness Is Divinest Sense: Wisdom in Memoirs of Soul-Suffering* (Moodle)
- Streets, Frederick. “The Need for a Trauma Informed Ministry.” <https://ctmirror.org/2014/06/12/oped-the-need-for-a-trauma-informed-ministry/>

Assignment:

- Complete listening exercise in Nichols, Chapter 9.

- Present Integrative Paper outline (**Due 4/26/21**)
- Reading and Reflection Journal

PCPL #9:

- Listening Skill: Defusing Emotional Reactivity - Empathize, avoid becoming reactive, resist impulse to respond defensively
- Discussion Topic: Describe a time you felt provoked by a family member, friend, or significant other and you were unable to respond empathically. Share your thoughts, feelings, and reactions during and after the encounter.

Week 13 May 3: Integrative Conversation and Course Evaluation

- What do you take out of this class?
- How do you apply a variety of pastoral care theories, models, and resources to your ministry context?
- What is your current understanding of pastoral care?

Assignment:

- Prepare to share your reaffirmed or changed image of pastoral care.
- Present Integrative Paper outline (**Due 5/3/21**)
- Integrative Paper (**Due 5/4/21 at 11:59pm (CST)**)

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 Verbatim #1 - Include the following sections (Due March 15, 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 be 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 Verbatim #2 - Include the following sections (Due April 26, 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 Interview #1: Rubrics

- ①. Each section of the paper is the prescribed length.
- ②. The information in each section is complete.
- ③. The paper indicates how you contracted with the other about the purpose and use of this interaction.
- ④. The verbatim is explained within the story of the total encounter (the before and after the section quoted).
- ⑤. The verbatim contains body language descriptions about both you and the other.
- ⑥. The verbatim is a section of the interaction that demonstrates your spoken interaction with the other at least 8-10 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.
- ⑬. Your reflection on their responses is congruent with how you have presented the person in the verbatim and description.
- ⑭. Writing reflects thorough proofreading that evidences thoughtful and reasoned development of ideas.
- ⑮. Writing reflects thorough proofreading that evidences correct grammar and spelling.

Pastoral Care Interview #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 8-10 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. (2)
- 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.

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INTEGRATIVE PAPER

Section 1: Case Study

Begin this paper by writing a 500-word case study that clearly states the pastoral care concern. Consider social location (race, gender, class, age, sexuality, ability, economic status, religion, etc.) and expound on what you noticed. How does it show up in this pastoral care concern? How does it play a role? Be specific, clear and provide examples from your interviews.

Section 2: Psychological/Practical Concerns

What psychological/emotional dynamics, if any, are present that require a referral? What other concerns (employment, financial, safety, housing, etc.) are present that require a referral? What other care/service providers would you need to collaborate with in order to meet those needs? (Be clear and specific)

Section 3: Theological Concerns and Resources

Does the care seeker present with any spiritual or faith challenges? What religious resources do they have available to them, if any? Have they utilized those religious resources? If so, what has been helpful? Are there any barriers to faith? Are they having a faith crisis?

Section 4: Personal Reflection

Use this section to reflect on your intrapsychic experience during this interview and while conducting research for this paper. Listen for and write about a moment or moments you felt emotionally challenged and/or conflicted during the interview or while conducting your research. Take time to reflect on your emotions and reaction to those emotions during the interview (s). How did you handle those emotions? Were you aware of any countertransference (<https://www.goodtherapy.org/blog/psychpedia/countertransference>)? If so, how do you understand your countertransference experience?

Section 5: Pastoral Practice

Utilize your denominational resources (“Justice and Reconciliation Prayer Service Order of Worship,” “Interfaith Service of Worship, Prayer, Renewal, and Action on Immigration ” etc.) to develop a liturgical/ritual response. Engaging Law (pg.173-181), Blaine-Wallace (pg. 183-197) in *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care* and other resources and write about the non-traditional liturgy or ritual that you would perform as pastoral care. When writing about your liturgical/ritual response, include a discussion on the power dynamics that you are aware of in providing and creating space for healing and pastoral care.

Integrative Paper: Rubric

- ①. The paper is the prescribed length and format for written assignments was used. (3 pts)
- ②. Title page is included, Turabian Style used, consistently contains accurate and proper grammatical conventions, spelling, and punctuation. (2 pts)
- ③. Each section is addressed. (2 pts)
- ④. The questions in each section are thoroughly addressed. (3 pts)

- ⑤. The use of resources from this course and at least two-three other resources. (2 pts)
- ⑥. The paper is well organized (transition between ideas is clear, absence of run-on and/or fragmented sentences, logical progression of ideas and a clear structure) (3 pts)
- ⑦. The paper provides evidence of thoughtful reflection on the care seekers presented problem, needs, and unique circumstances (5 pts)
- ⑧. Pastoral Care concern is clearly stated and caregivers understanding of the concern is evidenced in the writing. (5 pts)
- ⑨. Self-reflection section indicates an awareness and understanding of your feelings, countertransference, and your response to it. (5 pts)
- ⑩. The liturgy and/or ritual is creating and communicates a full understanding of the care seeker's needs, unique circumstance, and culture. (5 pts)