MNST 5125 Introduction to Pastoral Care and Counseling  
Spring 2019  
Mondays, 6:30pm-9:15pm  
1 hour lunch break at noon.

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Course Description: This course is designed to help students become more effective and theologically reflective as pastoral caregivers. Developing listening and empathic skills will be integral to this course. It will provide an introduction to basic pastoral care frameworks along with its relationship to psychological and developmental theories. The role of empathy, intercultural perspectives, issues of trauma and loss in pastoral care will be reflected upon theologically and psychologically through lecture, readings, movies, and class and group discussions. Finally, this class will provide ways for students to grow in assessing their own strengths and growth edges and learn how this may facilitate or impede their effectiveness as pastoral care givers.

Course Objectives:

1. Students will understand the different modes of pastoral care and learn how to apply them in their ministry.  
2. Students will understand fundamental psychological and developmental theories and how they assist with providing care and counseling.  
3. Students will develop basic listening and empathy skills.  
4. Students will reflect upon the cultural issues and their impact on pastoral care.  
5. Students will learn how think critically, theologically, and systematically in pastoral care situations.  
6. Students will gain greater self-awareness in order to foster healthier interpersonal relationships and practice.

Requirements:
• Daily attendance
• Class Participation
  ▪ We will have role plays for each class session and students are required to participate.
  ▪ Small group time
    • We will break into small groups almost on a weekly basis to discuss readings and movies/documentaries.
• End of class reflection/comments
  ▪ At the end of each class you will have the opportunity to share your thoughts, questions, and/or concerns about session via email or hand written note.

PLEASE NOTE: THE ART OF LISTENING and THE PRACTICE of PASTORAL CARE SHOULD BE READ BEFORE OUR FIRST CLASS MEETING ON Monday, January 14th

Assignments: Please upload assignments on CANVAS
Late assignments will be deducted half-letter grade for each day late.

1. Daily Reflection
   For at least 2 of the readings please answer the following questions: What is one NEW thing that you learned? What is one question that you still have? You will post your answers on Canvas. 1-2 pages maximum. Due before class

2. 12 Step/Support Group Paper
   3-5 page paper, double spaced, paper describing your experience after attending ONE of the following support groups (See complete instructions on pg.5):
   DUE ON FRIDAY, February 15th
   • Alcoholic Anonymous
   • Narcotics Anonymous
   • Al-Anon Family Groups
   • Overeaters Anonymous

3. Group Presentations on Mental Health Issues
   Groups of 3-5 will present on the following mental health issues:
   Eating Disorders: Anorexia/Bulimia
   General Anxiety
   Depression
   Drugs or Alcohol Abuse
   Post-Traumatic Stress Disorder
   You will choose the mental illness that most interests you and will be divided in groups of five on the first day of class. Each presentation will be 30-45 minutes long. Presentations will be on the last day of class. Presentations will demonstrate in depth understanding of the etiology of the mental health issues and provide ways on how to provide most effective, thoughtful pastoral care based on the readings and your own research. Please see Presentation Guidelines on Canvas.
4. **Genogram**
   Genogram with **7-10 page**, double spaced, written reflection *(More instructions, examples, and information will be provided in class)*
   - This is an elaborate drawing of your family system, their relationships to each other and to you.
   - Reflection will consist of the family dynamics, critical family issues, the strengths and growth edges of your family that emerge from the genogram and how this may impact your role as pastoral care giver and your ministry.
   **Friday March 29th**

5. **Case Study**
   - Write a **7-10 page paper**, double spaced on how you will provide pastoral care to ONE of the following families:
     1) A family whose teenage son was shot and killed by a police officer during an altercation at his high school.
     2) A family whose teenage daughter was raped by an acquaintance at a high school party.
     3) A family whose young son was a victim of a school shooting.
     4) A co-pastor has been accused of sexual harassing a congregant.
   - Include an outline of a sermon that you would preach to your congregation. Please include key biblical texts.
   - Include the pastoral function that would be most appropriate for this crisis. There is no right or wrong answer, just make sure to provide a rationale for your choice by drawing upon the materials from the course and/or other academic resources.
   - Finally, we will have time in class to discuss the case to assist with both preparation and writing of the paper.
   **DUE ON Wednesday, April 30th**

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**Class Meeting Schedule and Reading Assignments**

**January 14th, 2019**
Introductions
Orientation to Course and Class Structure
Listen, Listen, Listen! Growing in Listening and Empathic Skills
Read: Nichols, *The Art of Listening*, ALL
Read: Doehring, *The Practice of Pastoral Care*, Chapters 1-3

**January 21st 2019**
**NO CLASSES- MIDWINTER**

**January 28th 2019**
Overview of the History of Pastoral Care
Read: W.A. Clebsch and C.R. Jaconle, *Pastoral Care in Historical Perspective*, Parts 1 and 3
Will be uploaded on Canvas
Read: Lartey, *In Living Color*, Chapter 1

**February 4th 2019**
Introduction to Psychological Theories and Theories of Human Development:
Video: Everybody Rides the Carousel
Read: Kelcourse, *Human Development and Faith*, Chapter 1
Will be uploaded on Canvas

**February 11th 2019**
Introduction to Psychological Theories and Theories of Human Development:
Video: Everybody Rides the Carousel
Read: Kelcourse, *Human Development and Faith*, Chapter 2
Will be uploaded on Canvas

**February 18th 2019**
Family Systems and Pastoral Care
Overview of the Family Life Cycle
**Instructions for Genogram Assignment**
Video: Everybody Rides the Carousel
Will be uploaded on Canvas
Read: Gilbert, Extraordinary relationships: A new way of thinking about human interactions Chapters 1, 2, 11 & 13

**February 25th 2019**
Cultural Issues and Pastoral Care
Read: Lartey, *In Living Color*, All
Read: Pineda-Madrid, *Cultural Symbolic Female Representations of Suffering*
Will be uploaded on Canvas
Documentary: Time for Burning

**March 4th 2019**
Pastoral Care and Violence
Documentary: Broken Vows
March 11th 2019
READING WEEK

March 18th 2019
Guest Lecturer- Disabilities and Pastoral Care

March 25th 2019
Grief Issues in Pastoral Care
Read: Mitchell and Anderson, All Our Losses, ALL
Read: Sheppard, Mourning the Loss of Cultural Selfobjects: Black Embodiment and Religious Experience After Trauma*
*Will be uploaded on CANVAS

April 1st 2019
PRESENTATIONS

April 8th 2019
PRESENTATIONS

April 15th 2019
PRESENTATIONS

April 22nd 2019
EASTER MONDAY-NO CLASSES

April 29th 2019
Establishing Boundaries in Pastoral Care, Presentations, and Self Care Practices
Read: Doehring, The Practice of Pastoral Care, Chapter 4
Read: Capps, Giving Counsel, Chapter 5

May 6th 2019
Pastoral Care and Community

Instructions for 12 Step/Support Meeting Reflection Paper

Your congregants will undoubtedly struggle with various addictions. It is important to have an idea of their world and struggles and thus become more empathic and learn how to support these individuals and their families in our church communities. The meetings listed above can be found in almost every city. They have various times to accommodate most individuals. There are some of you in class who are traveling from outside of the Chicago area; if it is easier for you to attend a meeting in your community, feel free to do so. I have listed several websites where you can locate meetings for your convenience. PLEASE READ WEBSITES CAREFULLY and ATTEND AN OPEN MEETING. At an open meeting
any person can attend. You do not have to identify yourself. If you have any questions, please do not hesitate to contact me.

Here is what I would like you to include in your paper:

- Thoughts and feelings and prior and during the meeting.
- Describe the people and setting as vividly as you can. What do you see? Smell? Hear?
- Describe any concerns or fears that you have prior and during the meeting.
- Where did you sit and why?
- What makes such groups so appealing and healing for participants?
- Where do you see and experience God in the meeting?

Websites:

Al Anon, Alateen Anonymous
http://www.al-anon.alateen.org/meetings/illinois.html

Alcoholic Anonymous
http://chicagoaa.org/find-a-meeting

Narcotics Anonymous
http://www.chicagona.org/

Overeaters Anonymous
http://www.oa.org/membersgroups/find-a-meeting/

ACCOMMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the seminary academic services office as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see seminary Catalog, p. 17 and review the following website: http://www.northpark.edu/ada.

Grading:
Daily Reflections 5.0%
12 Step/Group Meeting Reflections: 15.0%
Genogram 30%
Presentation 15%
Case Study 35%

Grading Rationale
“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 and counseling 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 and a high-level use of vocabulary and word choice.

Your assignment is on time.

“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 to 3) spelling, grammatical, or punctuation errors. Good use of vocabulary and word choice.

Your assignment is on time.

“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 to 5) spelling, grammatical, or punctuation errors. Low-level use of vocabulary and word choice.

Other grades will indicate poorly organized or inadequate integration of the material.

Required Texts for Course:


**Scanned Material:** I will upload on Moodle


**Recommended Reading:**


