



NORTH PARK
THEOLOGICAL SEMINARY

MNST 5125 Introduction to Pastoral Care and Counseling

North Park Theological Seminary

Spring 2021

Thursdays, 1:30 pm - 4:15 pm

3 credit hours

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Office Hours: By appointment

COURSE DESCRIPTION¹

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. 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, and learn how to apply them in their ministry.

COURSE OBJECTIVES

1. Students will understand fundamental psychological and developmental theories and how they assist with providing care and counseling.
 2. Students will develop basic listening and empathy skills.
 3. Students will reflect upon the cultural issues and their impact on pastoral care.
 4. Students will learn how think critically, theologically, and systematically in pastoral care situations.
 5. Students will gain greater self-awareness in order to foster healthier interpersonal relationships and practice, becoming aware of how one's attitudes, values, assumptions, strengths and weaknesses affect the role of pastoral care.
 6. This course contributes toward the MDiv program.
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Methodology:

1. 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.
2. We will break into small groups almost on a weekly basis to discuss readings and movies/documentaries.

Requirements:

- **Weekly attendance**
- **Class Participation**
 - We will have role plays for each class session and students are required to participate.
 - Small group time participation.

REQUIRED TEXTS

Doehring, C. (2015). *The practice of pastoral Care: Postmodern approach*/Revised Edition.

Louisville, KY: Westminster John Knox Press.

Herman, J. (2015). *Trauma and recovery: The aftermath of violence from domestic abuse to political power*. New York, NY: Basic Books.

Lartey, E.Y. (2003). *In living color: An intercultural approach to pastoral care and counseling*/ Second Edition. New York, NY: Jessica Kingsley Publishers.

Nichols, M. P. (2009). *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. New York: The Guilford Press.

Scanned Material: I will upload on CANVAS.

- * Baard, Ronald. W. Preparation for Pastoral Counseling and Spiritual Care: Strengthening Pastoral “Felt Knowledge” and Empathy through the Appreciation and Use of Contemporary Films. *The Journal of Pastoral Care & Counseling*, 2017, 03, Vol 71(1), p. 41-51.
- * Kelcourse, F.B., ed. (2004). *Human development and faith: Life- cycle stages of body, Mind, and soul*. St. Louis, MO: Chalice Press.
- * Pineda-Madrid, N. (2011). *Suffering and salvation in Ciudad Juarez*. Minneapolis, MN: Fortress Press.
- * Sheppard, P. (2008). “Mourning the loss of cultural selfobjects: Black embodiment and religious experience after trauma.” *Practical Theology*, 1(2), 233-257.



Recommended Reading:

- Burden, S. L, Fay, L.F., Guerin, P, J., & Kautto, J.G. (1987). *The evaluation and treatment and marital conflict: A Four stage approach*. New York, NY: Basic Books.
- Clebsch, W.A. & Jaekle, C. R. (1994). *Pastoral care in historical perspective*. New York, NY: Rowan and Little Field Publishers.
- Cooper-White, P. (1995). *The cry of Tamar: Violence against women and the churches response*. Minneapolis, MN: Fortress Press.
- Heggen, C. H. (1993). *Sexual abuse in Christian home and churches*. Scottsdale, Pennsylvania: Herald Press.
- Hendrix, H. (1998). *Getting the love you want: Guide for couples*. New York, NY: Henry Holt & Company.
- Kornfeld, M. (1998). *Cultivating wholeness: A guide to care and counseling in faith Communities*. New York: Continuum.
- Neuger, C. C. (2001). *Counseling women: A narrative, pastoral Approach*. Minneapolis: Fortress Press.

ASSESSMENTS AND GRADING SCALE

Grading:

Weekly Reflections 10%

COVID19-Power point 30%

Presentation 30%

Case Study 30%

GRADING SCALE

Please note: Late assignments will be given a failing grade. If you need an extension for an assignment, please inform instructor.

A: Superior work (A = 95–100; A- = 93–94) This grade applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

B: Above average (B+ = 91-92; B = 88-90; B- = 86-87) This grade applies to meritorious work, definitely above average, applied to more than the fulfillment of requirements.

C: Average (C+ = 84-85; C = 80-83; C – = 78-79) This grade applies to average work that still fulfills the course requirements.

D: Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71) This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

F: Failure (69 and below) To receive credit in the subject, the course must be repeated.

ADDITIONAL COURSE GUIDELINES

State attendance, late submission, and other course policies. Consider pointing students to the inclusive language policy in the [Student Writing Handbook](#).

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s [Safe Community](#) site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the

last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

COURSE SCHEDULE²

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

Assignments: Please upload assignments on CANVAS

Late assignments will be deducted half-letter grade for each day late.

1. **Weekly Reflection**

Please reflect on the readings for the class day: What is one NEW thing that you learned? What is one question that you still have? 1-2 page maximum. These reflections are due before class.

2. **Student Presentations on Mental Health Issues**

Student will present on the following mental health issues:

Eating Disorders: Anorexia/Bulimia

General Anxiety

Depression

Drugs or Alcohol Abuse

Sex Addiction

You will choose the mental illness that most interests you. Each presentation will be 45 minutes long. Presentations will demonstrate in depth understanding of the etiology of the mental health issues and provide ways for thoughtful and effective pastoral care based on the readings and your own research. Please see Presentation Guidelines on Canvas.

Presenting Dates: April 15th, April 22nd, and April 29th.

3. **Creating a ministry of virtual presence during COVID -19**

Create a power point of about 40 minutes (40 -45 slides). **More instructions, examples, and information will be provided in class).**

- This assignment is intended to think in creative ways, if you will train the leadership in your congregation how to help parishioner in their grief, lament, and their loses during this pandemic.
- Bring elements of reflection of their multiple loses, spiritual disappointment and anger (why God?).
- Consider Elisabeth Kübler Ross stages of grief.

² Schedule. Course schedule should include dates in which course will meet, reading assignments and topics, and due dates for all assessments.



- Include prayers, relevant biblical texts, one hymn or song, to offer pastoral consolation and hope for the people mourning the death of love ones.
- Address questions related to:
 - The struggle with existential questions of suffering , despair, and helplessness.
 - Fear contracting COVID-19 or passing the virus to others, etc.
 - Issues of health and safety during funerals.
 - Use of remote pastoral care.

Due date: Friday March 26th at 11pm

4. Case Study

- Write a **7-10 page paper**, double spaced on how you will provide pastoral care to ONE of the following families. Please be sure to include readings, lectures, documentaries/videos to support how you will address these cases. Please cite at least **7** sources.
 - 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..
- Finally, we will have time in class to discuss the case to assist with both preparation and writing of the paper.

Due date: Friday, May 7th at 11pm

Class Meeting Schedule and Reading Assignments

January 14th 2021

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 21th 2021

MIDWINTER

January 28th 2021

Overview of the History of Pastoral Care

Read: Lartey, *In Living Color*, Chapter 1



February 4th 2021

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 2021

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

March 8th - 12th

SPRING BREAK - READING WEEK

March 18th 2021

Art as a tool for Pastoral Care and Counseling

Video: Pach Adams (portion)

March 25th 2021

Read: Baard, Ronald. W. Preparation for Pastoral Counseling and Spiritual Care: Strengthening Pastoral “Felt Knowledge” and Empathy through the Appreciation and Use of Contemporary Films. *The Journal of Pastoral Care & Counseling*, 2017, 03, Vol 71(1), p. 41-51.

April 1st 2021

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

April 8th 2021

Guest Lecturer

April 15th 2021

Pastoral Care and Violence

Read: Doehring, *The Practice of Pastoral Care*, Chapter 5

Read: Herman, *Trauma and Recovery*-All

Presentation



April 22th 2021

Grief Issues in Pastoral Care

Read: Sheppard, *Mourning the Loss of Cultural Selfobjects: Black Embodiment and Religious Experience After Trauma**

*Will be uploaded on CANVAS

Presentation

April 29st 2021

Presentation

May 6th 2021

Establishing a caregiving relationship

Read: Doehring, *The Practice of Pastoral Care*, Chapter 4

May 7th 2021

Due papers