



**NORTH PARK**  
THEOLOGICAL SEMINARY

**MNST 5125 Introduction to Pastoral Care and Counseling**

North Park Theological Seminary

2021 Summer Intensive

June 7<sup>th</sup>-June 11<sup>th</sup>

Online Daily Synchronous Sessions 11 am-2 pm, 4pm-6pm (CST)

3 credit hours

**INSTRUCTOR INFORMATION**

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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 through assignments and group interactions online.



## REQUIREMENT FOR CLASS

### Individual Meetings

Each student will meet with instructor for 20 minutes for a brief check in and to discuss class prior to first synchronous meeting. **Meetings will occur between May 18<sup>th</sup>-May 29<sup>th</sup>.** Instructor will contact student to schedule a time.

## REQUIRED TEXTS

- Capps, D. (2001). *Giving counsel: A minister's guidebook*. St. Louis, MO: Chalice Press.
- Doehring, C. (2015). *The practice of pastoral Care: Postmodern approach/Revised Edition*. Louisville, KY: Westminster John Knox Press.
- Fortune, M. (2005). *Sexual Violence: The sin revisited*. Cleveland, Ohio: The Pilgrim Press.
- Gilbert, R.M. (1992). *Extraordinary relationships: A new way of thinking about human interactions*. New York: John Wiley & Sons, Inc.
- 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.
- Mitchell, K. & Anderson, H. (1983). *All our losses, all our griefs: Resources for pastoral care*. Westminster.
- 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.
- \*Kelcourse, F.B., ed. (2004). *Human development and faith: Life- cycle stages of body, Mind, and soul*. St. Louis, MO: Chalice Press.
- \* McGoldrick, M., Preto, N. & Carter, B.(2015). *The expanded family life cycle: Individual, family, and social perspectives*. Fifth Edition. New York: Pearsons.
- \* 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.

## ASSESSMENTS

### 1. Reading Reflection

Students will submit a written response on CANVAS to the assigned reading and respond to two of their colleagues' posts. On the weeks when we have videos from guest lecturers, please include them in your post.

#### Initial Post

Initial post is between 500-1000 words long, summarizing the reading and including your own insights and questions. Please feel free to include critique of texts, videos, documentaries.



### **Response to Colleagues' post**

For response, 500 words or less. You may provide a resource (article, upcoming lecture, podcast, etc.) or you may simply share how you agree or disagree with post.

### **Report on Support Groups Amidst COVID19**

**3 to 5 page paper**, double-spaced paper describing how support groups (see below) are navigating care in your community considering current restrictions and how churches can support congregants with addictions. This paper builds the "Presentation on Mental Health Issues" topic that you select. More specific details to come.

- Alcoholic Anonymous
- Narcotics Anonymous
- Al-Anon Family Groups
- Overeaters Anonymous

### **1. Presentations on Mental Health Issues**

Students 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. 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.

### **2. 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.

### **3. 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.

5) COVID-Case Study

- 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.

### **GRADING SCALE.**

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**

- **Attendance in synchronous sessions is required for successful completion of class. Times are 11am-2pm, 4pm-6pm (CST) daily.**
- **Late submission**
  - **Late submission of assignments will affect student's grade: a half grade deduction for each day late.**

### **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](mailto: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](mailto: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 SCHEDULE**

### **June 7<sup>th</sup> 2021**

Introductions

Orientation to Course and Class Structure-Introductions

Listen, Listen, Listen! Growing in Listening and Empathic Skills

**Read:** Nichols, *The Art of Listening*, ALL

### **June 8<sup>th</sup> 2021**

**Pastoral Care amidst COVID19**

**Read:** W.A. Clebsch and C.R. Jaekle, *Pastoral Care in Historical Perspective*, Parts 1 and 3

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

*Will be uploaded on Canvas*

### **June 9<sup>th</sup> 2021**

**Pastoral Care, Trauma, & Mental Illness**

Introduction to Psychological Theories and Theories of Human Development:

**Read:** Kelcourse, *Human Development and Faith*, Chapter 1 and Chapter 2

*Will be uploaded on Canvas*

### **June 10<sup>th</sup> 2021**

**Family Systems**

Overview of the Family Life Cycle

**Instructions for Genogram Assignment**

**Read:** Carter and McGoldrick, *The Expanded Family Life Cycle*, 5<sup>th</sup> ed. Chapter 1

*Will be uploaded on Canvas*

### **June 11<sup>th</sup> 2021**

Caring well for yourselves: Burnout and Vicarious Traumatization amidst COVID19

**Read:** Pross, Burnout, vicarious traumatization and its prevention.

*Will be uploaded on Canvas*