

PC-501, “Introduction to Pastoral Care”
Fall Semester, 2006
Professor Emmanuel Lartey

Tuesdays and Thursdays, 9:30 – 10.50 a.m.
Bishops Hall 212
3 credit hours
Curricular Area IV

Teaching Associate:

Course Description

This is an introductory course in the discipline of pastoral care. It seeks to provide an introduction to the theories, methods and practices of pastoral care in congregations and communities with individuals and groups. An emphasis is placed upon the nature of pastoral care as a distinct theological practice, whilst also drawing attention to cognate and related disciplines that seek the spiritual, psychological and sociological health and wellbeing of individuals and communities. In this course participants will be offered an opportunity to explore, in the safe environment of the classroom, some of the personal, interpersonal and communal issues that are confronted by persons engaging in pastoral care within churches and communities. The practice of pastoral care in any community is linked with that practice in other places. As such all issues will be examined through the lenses of gender, cultural, national, racial, ethnic, *ability* and class difference.

Teaching and learning methods employed in class are multiple. They include lectures, discussions, small group work, case studies, role play and written assignments. Much emphasis will be placed on critical self reflection in which students explore their own experiences and that of others in relation to pastoral care giving. Students who wish to are invited to discuss any special learning needs they identify with the instructor.

Course Goals

The course provides opportunities for students to:

1. acquire general knowledge in pastoral care including listening skills and appropriate pastoral responses.
2. gain an understanding of and begin developing responses to several issues faced by pastoral caregivers in communities of faith.
3. become more aware of themselves including strengths and limitations related to personal, interpersonal, cultural and faith experience appropriate for the practice of pastoral care.
4. learn important dynamics of brief pastoral counseling within congregations and the importance of referral, networking and community resources.

5. learn that pastoral care is engagement in theological inquiry, both informing and being informed by other theological disciplines
6. learn more about pastoral care through the experience of the class as a community of mutual respect, care, personal and professional development.
7. gain an understanding of professional boundaries, self-care and the issues involved in the abuse of pastoral power.

Schedule of Classes and Readings

Session 1 Th. Introductions. Preview of course processes and procedures.

Foundations

Session 2 Tu. Foundations I. Definitions, descriptions
Lartey, Chap.1, (pp. 13 – 41)

Session 3 Th. Foundations II. Pastoral Care through the years.
Gerkin, Chaps.1-2. (pp 11- 77); Lartey, Chap.2, (pp.42 – 54).

Models

Session 4 Tu. Models and Functions: Shape and purposes of pastoral care
Lartey, Chaps.3 - 4. (pp.55 – 68)

Session 5 Th. Resources I: Family Systems Theory
Culbertson, Chap.1 (pp. 12 – 43)

Resources

Session 6 Tu. Resources II: Narrative Counseling Theory
Culbertson, Chap. 2 (pp. 44 – 72), Lartey, pp. 69 – 78

Session 7 Th. Resources III: Object Relations theory
Culbertson, Chap 3 (pp.73 – 109)

Persons

Session 8 Tu. Personhood: Theological Anthropology - Culture, Gender, Race, Ethnicity, and Class.
Ramsay, Chaps. 3 & 4 (pp. 65 - 108); Moessner, Chaps. 2 – 3 (pp.27 – 65)
Couture & Hunter, Chap. 7 (pp. 99 – 113)

Session 9 Th. Community: Private care & Public struggle.
PAPER 1 DUE Kornfeld, Chapter 2, (pp. 15 – 44); Ramsay, Chap 2, (pp. 45 – 64),
Moessner, Chap. 1, (pp.9 – 26; Lartey, Chap. 6 (pp113 – 139).

Families

Session 10 Tu. Families I: Pre-marital and Marital Care
Culbertson, chap 4 -5, (pp. 112 – 157); Anderson, chaps 1 – 6,
(pp 21 – 79)

Session 11 Th. Families and Pastoral Care II:
Anderson, chaps 7 – 8 (pp.83 – 123); Culbertson, chap 6, (pp 159 –
189)

Communities

Session 12 Tu Congregations: Emotional intelligence in Church
Richardson, chaps 1 - 9, (pp 11 – 128)

Session 13 Th Pastoral Leadership in communities of faith
Richardson, chaps 10 – 13, (pp.131- 183); Gerkin, chap 5,
(pp 117 – 135)

Pastoral Counseling

Session 14 Tu Pastoral Counseling I: The practice of counseling
Culbertson, Chap 9, (pp.256 – 276); Lartey, Chap 5,
(pp. 81 – 112)

Session 15 Th Pastoral Counseling II: Counseling as God talk in groups
Wimberly, chaps 1 – 8; Moessner, chap 16, pp 285 – 299.

Break

RECESS

Power, violence and abuse

Session 16 Tu Facing abuse:
Poling, chaps 1- 5 (pp.11 -91)

PAPER II DUE

Session 17 Th ‘Moving through’
Moessner, chaps 13 & 14 (pp.222 – 253); Moessner, chap 7
(pp. 123 – 142)

Boundaries

Session 18 Tu **Developing boundaries through supervision**
Culbertson, Chap 10, (pp.277 – 317)

Session 19 Th **Caring for self and others**
Poling chaps 6 – 9, (pp. 93 -192); Kornfeld, chap 3 (pp.45 – 67)

Sexuality

Session 20 Tu **Caring about gender and sex**
Couture & Hunter, chaps 7 & 8, (pp. 99 – 124);
Moessner, chap 8; (pp. 143 – 166)

Session 21 Th **Caring about different life orientations**
Culbertson, chap 7 (pp. 190 -217)

Caring about Diversity

Session 22 Tu. **Caring about diversity**
Couture & Hunter chaps 11 & 16; Ramsay, chap 7

Session 23 Th. **Caring about disabilities.**
(Including input from Guest presenter)

Illness: Physical, mental

Session 24 Tu. **Pastoral Issues in Illness**
Couture & Hunter, Chap13

Session 25 Th. **Systemic issues in care of the ill**
Couture & Hunter, chap 3

Grief & Loss

Session 26 Tu. **Ministry with the grieving**
Culbertson, chap 8

PAPER III DUE

Session 27 Th. **Wrap up and Review**
Ramsay, chap 1, (pp.1 – 43)

TBA EXAM: 2 HR. Final Exam

Course requirements

1. Students will be expected to be regular and punctual to class, have prepared the indicated readings and to participate appropriately in class discussions, exercises, role plays and presentations. Attendance will affect grades. Missing more than 4 class sessions or being tardy more than 6 times will result in grade reduction. Class begins promptly at 9.30 with 5 minutes of prepared devotions.
2. THREE graded papers and ONE final exam as follows.

Paper 1: An Experience of receiving care. 5 - 7 pages. DUE IN CLASS: **Thursday Feb 17th. The aim of the assignment is to deepen your understanding of what makes for helpful or unhelpful pastoral care.**

In the first part of the paper, (2 – 3 pages) describe an experience when you were the recipient of or did not receive significant pastoral care. The incident must have involved some personal need on your part. Provide sufficient detail, including appropriate background information and report on important aspects of the encounter that underscore its significance.

In the second section of the paper, (3-4 pages) analyze and evaluate the care you received using the principles and theories you have studied on the course up to this point. Make explicit and considered use of material from readings, lectures, and discussions.

Include theological reflection concerning the nature of your needs and the care you received exploring how it relates to the nature of human beings, human need, sin, evil, the Nature of God, grace, prayer, etc.

This paper will be read by the professor only, and its contents will be held in the strictest confidence.

Paper 2. Your family of origin. 6-10 pages, including Genogram. (For a useful introduction and diagrammatic summary of Genograms, see Culbertson, pages 42 – 43). DUE IN CLASS: **Tuesday March 22nd. The aim of this assignment is to broaden your understanding of family systems and how they affect our lives and practices of care-giving.**

Prepare a genogram of your family following instructions provided in class, doing family research if necessary to complete the information.

Write a paper describing the family in which you grew up. Locate your family in its larger cultural, socio-economic, geographic and historical contexts, including a brief account of the family's religious history.

Analyze your family noting such factors (using Richardson) as how anxiety was typically handled, how distance and closeness were maintained, any significant triangles, and issues of fusion and differentiation. Explore roles played by family members, the rules that governed family life and the 'rituals', 'traditions' and 'myths' that existed.

Paper 3. Strategies and practices of pastoral care. 6 – 10 pages. DUE IN CLASS: **Tuesday April 26th**. **The aim of this assignment is to look carefully at your own practices with persons in situations requiring pastoral care and to see what you can learn about human need and yourself as a pastoral care-giver.**

Divide the paper up into 2 sections. In the first section describe an experience of pastoral care you have offered to an individual or group of persons recently. Provide basic information and background to clarify the context and situation of care. Use *pseudonyms and other devices* to disguise or eliminate any identifying information.

In the second section evaluate the care you gave and reflect critically over it as a form or model of pastoral care. Include in theological reflections in this. Explore alternative strategies and explain why you would do the same or a different thing should a similar situation arise in future.

3. Final Exam: (2 Hours)

An exam testing your knowledge and understanding of the readings, lectures and discussions on the course. It will take the form of a Pastoral Case that you will be called upon to study, analyze and develop a strategy of pastoral care for. Details will be provided towards the end of the course.

4. **READINGS**

General Reference:

Rodney Hunter (Gen.Ed.), (1990) Dictionary of Pastoral Care and Counseling, Abingdon.

Nancy J. Ramsay, (Ed.), (2004) Pastoral Care and Counseling: Redefining the paradigms, Abingdon.

Key Texts:

Herbert Anderson, (2001), The Family and Pastoral Care, Wipf & Stock.

Pam Couture & Rod Hunter, (eds.), (1995), Pastoral Care and Social Conflict, Abingdon.

Philip Culbertson, (2000), Caring for God's people, Fortress.

Charles Gerkin, (1997), An Introduction to Pastoral Care, Abingdon.

Emmanuel Lartey, (2003, 2nd Edn) In Living Color: An intercultural approach to pastoral care and counseling, Jessica Kingsley.

James Poling, (1991), The Abuse of Power, Abingdon.

Ronald Richardson, (1996), Creating a Healthier Church, Fortress.

Jeanne Stevenson Moessner, (Ed.), (1996), Through the Eyes of Women: Insights for Pastoral Care.

Additional Reading:

Margaret Kornfeld, (1998), Cultivating Wholeness, Continuum.

Ed Wimberly, (2003), Claiming God, Reclaiming Dignity, Abingdon.

5. Grading.

Grading assessments are made in accordance with the official definition of letter grades in the School of Theology. During the semester letter grades are defined numerically according to the following formula:

A = 95 (90 – 92 is an **A-**, etc)

B = 85 (88 – 89 is **B+**, etc)

C = 75

D = 65

F = 55.

Lowest passing grade: 60.

Work not submitted: 40

All written work must be submitted to receive a course grade of C or better, and all assignments must be above a D to receive a course grade of B or better.

By Candler policy, incomplete grades are given only for genuine, unforeseeable emergencies such as accident or illness. Incomplete grades require prior application through the Registrar's office.

Following are the proportions by which Final course grades will be computed.

Paper 1	15%
Paper 2	25%
Paper 3	25%
Class Participation	15%
Final Exam	20%

Office Hours and Contact Information

My Office hours (109 – Bishops Hall) will be as follows:

WEDNESDAYS 11.00 – 12.30

Other times by appointment only. My phone number is 404 727 6594

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Beth Toler may be reached by email at mtoler@LearnLink.Emory.Edu