

While every effort has been made to be accurate as of 12 January 2021, syllabi produced before the beginning of class are subject to change.

# APPL 546: PASTORAL CARE

Dr. David Robinson  
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Winter 2021  
Tuesdays, 3-6 pm  
3 graduate credit hours  
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## Special Notes

**Live Online and Recorded:** *This course is being offered online with live class sessions in Winter 2021. Recordings of each class will be made available on the course Moodle site for 48 hours after the class. If you are not able to attend the live sessions due to living in a distant time zone, you may appeal to the Senior Academic Administrator for permission to take the course by using the recordings.*

**Course Surveys:** *This course is supported by Regent Interface: Engaging Science in Ministry Education. As a part of that project, we ask students to complete a short survey at the beginning and the end of the course.*

## Course Description

*...we can comfort those in any trouble with the comfort we ourselves receive from God.*

*- 2 Corinthians 1:4 NIV*

Pastoral ministry is an invitation to take part in God's gracious care. God will provide, in Christ and through the Spirit, the care our communities need. We have the opportunity to join in God's work as we accompany others through the various stages of human life. In this course we will consider how to express care across the spectrums of age and ability. We will together develop strategies to minister to congregants during key events such as child dedications, baptisms, marriages, and funerals. This will lead to candid conversations about how to respond to relational separation, chronic illness, and natural or social crises. We will also learn how to widen the context of care, including our church's city or region and the lives of other creatures. **We will find resources in Scripture and theology, the writings of contemporary pastors and teachers, and the sciences.**

## Learning Objectives

In this course, we will learn:

1. to discern how God cares for humanity, and creation, in and through the church;
2. to reflect theologically on the pastor's unique role in a congregation and neighbourhood;
3. to respond with sensitivity and truthfulness to a wide range of personal circumstances;
4. to develop plans of care for major events in the life of the community, from child dedications and baptisms to funerals.

## Estimated Time Investment

	<u>3 credit hours</u>
Class time	36 hours
Reading	40 hours
Reflection Paper	10 hours
Group Presentation	14 hours
Counselling Triad	12 hours
Research Essay	<u>23 hours</u>
TOTAL	135 hours

**Please note:** The amount of time taken by students will vary. This information is intended to be used as an approximation for planning purposes.

## Assignments

***Gender-inclusive Language:*** Please use gender-inclusive language in all assignments, e.g., employing "human" or "people" rather than "man" or "mankind." When not referring to a specific person, I suggest alternating between male and female pronouns (as appropriate).

### 1. Reading and Participation

Assigned readings are to be completed before each lecture. Students will come with copies of the reading (electronic or print) available, prepared to participate in conversation on the selected theme. They will also complete and sign a reading log (to be provided) acknowledging their completion of the readings.

**PDF Due on Moodle by 5 pm on April 16, 2021**

## **2. Reflection Paper: Gregory the Great's Pastoral Rule and My Identity as Caregiver**

Gregory the Great's *Book of Pastoral Rule* is the most thorough book on pastoral care from the early church era and a widely acknowledged classic in the field. Students will read the book in its entirety and write a 1,500-word reflection paper with the following components (page ranges are approximate):

- 1) Summarize Gregory's description of the pastor's qualifications and conduct from Parts I-II. Engage with his description on the basis of biblical texts (approx. 1.5 pages)
- 2) Engage with Gregory's description of the pastor in light of your own sense of identity. What strengths and challenges do you bring to this work from your personal history? Include a brief description of your personality profile (Enneagram, Myers-Briggs, etc., as applicable) and explain how this affects your caregiving role (approx. 1.5 pages)
- 3) Summarize Gregory's counsel on "teaching and advising" from Part III, including two specific sections as examples (approx. 1.5 pages)
- 4) Engage with Gregory's counsel, providing both affirmation and criticism. Include reflection on the ways that his best insights could be adapted for your pastoral situation, identifying differences in political context and church tradition (approx. 1.5 pages)

**PDF Due on Moodle by 5 pm on February 19, 2021**

## **3. Group Presentation: Plan of Care**

In small groups of 3-4, students will present a plan for life events that invite pastoral care. This will include an initial presentation that conveys how pastors can acknowledge the event as a reality of our humanity and context for gospel ministry (i.e., how is this not just a problem to be solved?). The group will then present on a series of related challenges, as suggested below. Each student must be involved in the presentation (approximately 5-7 minutes each, to a maximum of 25 minutes). Each group will cover one topic, as follows:

- 1) Oppression, including, e.g., faith persecution; political tyranny; systemic racism
- 2) Marriage, including, e.g., pre-marital counsel; weddings; separation or divorce
- 3) Pregnancy, including, e.g., surrogacy / Assisted Reproduction Technologies (ARTs); miscarriage; abortion
- 4) Death, including, e.g., ageing; funerals; suicide; Medical Assistance in Dying (MAiD)

- 5) Disaster, including, e.g., of natural disaster; violent attack; outbreak of infectious disease

For each of these areas, students should provide a set of guidelines for pastoral engagement, outlines of any related church services or practices, and plans for further equipping in this area (with short list of recommended reading). They may also include mention of any involvement they have had in the past in such situations (under supervision, if not an experienced pastor). Each student is encouraged to bring their own church tradition's resources (including service forms, personal / family practices, and prayers) to bear on the event in question. The group will also provide a one-page bibliography to the class for further reading. The presentation will conclude with a time for questions and answers. The assignment will also include a brief written reflection (125 words) on your experience of presenting collaboratively.

#### **Due According to Presentation Schedule**

#### **4. Counselling Triad**

Students are assigned to groups of three, forming experiential triads in which they assume the roles of observer, caregiver, and care receiver. They will have the opportunity to enact each of the roles once, on a topic of their choosing. The groups will meet for three one-hour sessions, each comprising 45 minutes of care exchange and 15 minutes of discussion to debrief. Meetings will happen either in person or via Zoom (groups will be arranged according to location and preference in this regard).

The conversation will work best if the care receiver assumes the situation of someone whose experience they know well. The care receiver will share a few sentences about the context for this meeting and their identity (e.g., "I am a longstanding member of the congregation and a fifty-year old man facing heart surgery; you are visiting me in the hospital." "We are meeting for the first time in a coffee shop; you are my youth pastor, and my mom just died.")

Before meeting, students are to read the course textbook *Pastor as Counselor* in its entirety. They should employ its outline of a "first pastoral counselling conversation" in Chapter 2. Detailed information will be provided in a separate handout, with report templates for each of the three roles.

**PDF Reports Due on Moodle by 5 pm on Friday, March 26, 2021**

## 5. Research Essay

Students will write a 2,500-word essay that analyzes an area of concern for pastoral care context. The area of concern will be chosen from a provided list or may be proposed to the instructor. Students will be encouraged to be specific in their treatment of a given area, e.g., choosing a specific type of mental illness. Essays will include:

- a. a description of the pastoral care issue, including primary source literature from relevant academic disciplines, e.g., psychiatry, social sciences (approx. 2 pages)
- b. biblical and theological considerations (approx. 2 pages)
- c. analysis of how this issue is being addressed in your church tradition, including any suggestions you have for improving this (approx. 3 pages)
- d. ethical and boundary issues for pastoral caregivers in this context (approx. 1.5 pages)
- e. an example of how this issue could be addressed in a worship service, e.g., a prayer you have found or written, a sermon idea, a community practice (approx. 1.5 pages)
- f. an annotated bibliography of at least 5-8 sources (not included in word count), including 2-3 sentences relating your engagement with, and opinion on, the text

**PDF Due on Moodle by 5 pm on Friday, April 23, 2021**

**Format for Written Assignments:** Written assignments should be double-spaced; one-inch margins on all sides; Times New Roman, 12pt font. The title page should contain the following information: (1) title; (2) your name; (3) name of the instructor; (4) course number and title; (5) semester and year; (6) word count. The format must be standardized according to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (Chicago: University of Chicago Press, 2013). More recent editions are also welcome. Please upload all assignments in PDF format, with title page and document formatting carried out according to Regent's style guide. File title: your last name, PC ("Pastoral Care"), assignment title, e.g., McCauley\_PC Reflection Paper.

**Lateness Policy:** Papers that are between one and two days late (counting inclusively) shall be penalized one grade point (e.g., a B+ will become a B); papers between three and four days late shall be penalized two grade points (e.g., a B+ will become a B-); and papers between five and seven days late shall be penalized an entire letter grade (e.g. a B+ will become a C+). I will not accept for grading any paper that is submitted more than seven days late, unless an extension has been granted.

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## Evaluation

Reading Log	10%
Reflection Paper	15%
Counselling Triad Participation	20%
Group Presentation	25%
Research Essay	30%

## Important Policies

**Note** that while every effort is made to ensure that assignments do not go missing, students are strongly advised to keep a copy of all course work in the event that resubmission is required.

**Course Evaluations** are an essential way for the College to measure and improve the effectiveness of its courses. Submitting a course evaluation is considered a requirement of this course. Near the last class session you will receive an e-mail notice with a link to an online course evaluation. Once you have submitted your evaluation you may then view your course grade online.

**Extensions** for course work are granted only in cases of a demonstrated unforeseeable and unavoidable emergency. See the Extension Policy for details (<http://www.regent-college.edu/current-students/academic-catalogue/course-policies>). The deadline for applying for an extension is the due date of the assignment(s). For Fall and Winter end-of-term assignments, you must first ask your instructor for an extension before applying through the Student Services Office.

**Attendance** is expected at all classes. If you must miss a class, for whatever reason, you are encouraged to contact your instructor prior to the class. Instructors are at liberty to assign grade penalties for unexcused absences.

**Academic Honour** is upheld by Regent College, as the highest standards of academic responsibility are part of our commitment to Christ in all of life. Students are required to familiarize themselves especially with the discussion of “Academic Integrity” in the College Catalogue.

## Course Outline and Reading Schedule

- Week 1     Jan. 12     Course Introduction**  
**In Christ, through the Spirit: Receiving God’s Care as a Community**  
**Abiding as a Pastor**  
*Readings:* Eugene Peterson, “Teach Us to Care, and Not to Care”  
Dietrich Bonhoeffer, “Service”  
Deborah van Hunsinger, “Listening to God”
- Week 2     Jan. 19     Spiritual Direction**  
**Pastoral Counselling**  
**Protecting Space for Ministry**  
Eugene Peterson, *The Contemplative Pastor: Returning to the Art of Spiritual Direction* (All)  
John Patton, *Pastor as Counselor* (Introduction, Chapters 1-2)  
Sondra Wheeler, “Protecting Space for Ministry”
- Week 3     Jan. 26     Churches as Communities of Care**  
**Pastoral Care of Children and Families**  
*Guest Lecture (Half Session): Erin Smith, Psychologist, California Baptist University*  
John Patton, *Pastor as Counselor* (Chapters 4-5)  
Robert Crosby, et al. “Trauma-Informed Children’s Ministry”
- Week 4     Feb. 2     Pastoral Care in the Midst of Trauma**  
*Guest Lecturer: Ray Aldred, Director of the Indigenous Studies Program, VST*  
Ray Aldred, “An Indigenous Reinterpretation of Repentance”  
Henri Nouwen, “Broken”
- Week 5     Feb. 9     Discerning God’s Providence in Pastoral Care**  
**Pastoral Care in Illness**

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*Student Presentation: Plan of Care under Oppression*

David Fergusson, "Providence Reconstructed"

Kate Bowler, "Diagnosis" and "Appendix I-II"

Jason Byassee and Rae Jean Proeschold-Bell, "A Practical Guide to Combating Stress Symptoms"

**Feb. 16**     *READING WEEK – NO CLASS*

**Week 6**     **Feb. 23**     **Pastoral Care and Gender / Sexual Identity**

*Guest Lecturer: Julia Sadusky, Psy.D., Wheaton College*

Mark Yarhouse and Sadusky, "The Complexities of Gender Identity"

**Week 7**     **Mar. 2**     **Pastoral Care and Marriage**

**Pastoral Care and Separation / Divorce**

*Student Presentation: Plan of Care for Marriage*

Andrew Root, "What is to Be Done: The Church as a Community for the Broken"

**Week 8**     **Mar. 9**     **Pastoral Care and Gender Relations**

**Pastoral Care for Survivors of Sexual Abuse**

*Student Presentation: Plan of Care for Pregnancy*

Elaine Heath, "The Terrible Secret"

S. Amelia Stinson-Wesley, "Daughters of Tamar"

**Week 9**     **Mar. 16**     **Pastoral Care and Mental Illness**

**Pastoral Care During a Pandemic**

*Guest Lecturer (Half Session): Steven Taylor, Department of Psychiatry, UBC*

Kathryn Greene-McCreight, *Darkness is My Only Companion (All)*

Steven Taylor, "COVID Stress Syndrome: Clinical and Nosological Considerations" in *Current Psychiatry Reports*

**Mar. 23**     *READING WEEK – NO CLASS*



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- Week 10    Mar. 30    Pastoral Care and Addiction**
- Guest Lecturer (Half Session): Julian Somers, Health Sciences, Simon Fraser*
- Julian Somers, "'Management of Addiction and Mental Illness in BC"
- Sonia Waters, "Motivational Interviewing and Change"
- Optional: Julian Somers, "Addiction, Homelessness, and Evidence to Build Back Better," *Vancouver Sun* Op-Ed (January 13, 2021)
- 
- Week 11    Apr. 6    Pastoral Care in Ageing and Dying**
- Guest Lecturer (Half Session): Margaret Cottle, Palliative Care Physician, UBC Medical School*
- Student Presentation: Plan of Care for Death*
- Therese Lysaught, "Geographies and Accompaniment"
- Margaret Cottle, et al., "The 'Normalization' of Euthanasia in Canada," *World Medical Journal*
- 
- Week 12    Apr. 13    Widening the Context of Care: City and Creation**
- Responding to Environmental Crises**
- Guest Lecturer: Jessica Moerman, Senior Director for Science and Policy, Evangelical Environmental Network*
- Student Presentation: Plan of Care for Disaster*
- Jamie Aten and David Boan, *Disaster Ministry Handbook* (All)
- Makoto Fujimura, "Beauty as Food for the Soul"

## Bibliography

### Textbooks:

- Aten, Jamie and David Boan. *Disaster Ministry Handbook*. Grand Rapids, MI: Intervarsity Press, 2016.
- Greene-McCreight, Kathryn. *Darkness is My Only Companion: A Christian Response to Mental Illness*. Revised and Expanded Edition. Grand Rapids, MI: Brazos Press, 2015.
- Gregory the Great. *The Book of Pastoral Rule*. Popular Patristics Series, Volume 34. Translated by George E. Demacopoulos. Yonkers, NY: St. Vladimir's Seminary Press, 2007.
- Patton, John. *Pastor as Counselor: Wise Presence, Sacred Conversation*. Nashville, TN: Abingdon Press, 2015.
- Peterson, Eugene. *The Contemplative Pastor: Returning to the Art of Spiritual Direction*. Grand Rapids, MI: Eerdmans, 1989.

### Reading Selections (Available on Moodle):

- Aldred, Raymond. "An Indigenous Reinterpretation of Repentance." *Ex Auditu* 31 (2015): 172-191.
- Bonhoeffer, Dietrich. "Service." In *Life Together*, translated by Daniel Bloesch and James Burtness, edited by Geoffrey Kelly, 93-107. Minneapolis, MI: Fortress Press, 2005.
- Bowler, Kate. "Diagnosis" and "Appendix I,II." In *Everything Happens for a Reason—And Other Lies I've Loved*, 3-13, 169-175. New York, NY: Random House, 2018.
- Byassee, Jason and Rae Jean Proeschold-Bell. "A Practical Guide to Combating Stress Symptoms." In *Faithful and Fractured: Responding to the Clergy Health Crisis*, 55-78. Grand Rapids, MI: Baker Academic, 2018.
- Cottle, Margaret, Leonie Herx, and John Scott. "The 'Normalization' of Euthanasia in Canada." *World Medical Journal* 66, no. 2 (April 2020): 28-37.
- Crosby, Robert, Erin Smith, et al. "Trauma-Informed Children's Ministry: A Qualitative Descriptive Study." In *Journal of Child and Adolescent Trauma* (2021). <https://doi.org/10.1007/s40653-020-00334-w>
- Fergusson, David. "Providence Reconstructed." In *The Providence of God: A Polyphonic Account*, 297-342. Cambridge: Cambridge University Press, 2019.
- Fujimura, Makoto. "Beauty as Food for the Soul." In *Culture Care: Reconnecting with Beauty for our Common Life*, 49-58. Downers Grove, IL: Intervarsity Press, 2017.
- Heath, Elaine. "The Terrible Secret." In *Healing the Wounds of Sexual Abuse: Reading the Bible with Survivors*, 39-50. Grand Rapids, MI: Brazos Press, 2019.
- Lysaught, Therese M. "Geographies and Accompaniment: Toward an Ecclesial Re-ordering of the Art of Dying." *Studies in Christian Ethics* 29, no. 3 (2016): 286-293.

- Nouwen, Henri. "Broken." In *Life of the Beloved: Spiritual Living in a Secular World*, 69-83. New York: Crossroad, 1992.
- Peterson, Eugene. "Teach Us to Care and Not to Care." In *Subversive Spirituality*, 154-169. Vancouver, BC: Regent College Publishing, 1997.
- Root, Andrew. "What is to Be Done: The Church as a Community for the Broken." In *The Children of Divorce*, 119-139. Grand Rapids, MI: Baker, 2010
- Stinson-Wesley, S. Amelia. "Daughters of Tamar: Pastoral Care for Survivors of Rape," in *Through the Eyes of Women: Insights for Pastoral Care*, edited by Jeanne Stevenson Moessner, pp. 222-239. Minneapolis: Fortress Press, 1996.
- Somers, Julian, Moniruzzaman Akm, et al. "Custody's Increasing Role in the Management of Addiction and Mental Illness in British Columbia: 2007-2017." Simon Fraser University Report (pre-publication copy).
- Taylor, Steven. "'COVID Stress Syndrome: Clinical and Nosological Considerations.'" *Current Psychiatry Reports* 23:19 (2021). <https://doi.org/10.1007/s11920-021-01226-y>
- van Hunsinger, Deborah. "Listening to God." In *Pray without Ceasing: Revitalizing Pastoral Care*, 28-50. Grand Rapids, MI: Eerdmans, 2006.
- Waters, Sonia. "Motivational Interviewing and Change." In *Addiction and Pastoral Care*, 130-151. Grand Rapids, MI: Eerdmans, 2019.
- Wheeler, Sondra. "Protecting Space for Ministry." In *Sustaining Ministry: Foundations and Practices for Serving Faithfully*, 53-77. Grand Rapids, MI: Baker Academic, 2017.
- Yarhouse, Mark and Julia Sadusky. "The Complexities of Gender Identity: Toward a More Nuanced Response to the Transgender Experience," with Responses. In *Understanding Transgender Identities: Four Views*, 101-46. Grand Rapids, MI: Baker Academic, 2019.

### Recommended Reading

- Alberts, Robert, William Meller, and Steven Thurber, eds. *Ministry with Persons with Mental Illness and Their Families*. Minneapolis: Fortress Press, 2012.
- Baab, Lynne M. *Nurturing Hope: Christian Pastoral Care in the Twenty-First Century*. Minneapolis, Fortress Press.
- Byassee, Jason, ed. *Out of the Depths Series*. Nashville, TN: Abingdon Press.
- Clinton, Tim, Archibald Hart and George Ohlschlager, eds. *Caring for People God's Way: Personal and Emotional Issues, Addictions, Grief, and Trauma*. Nashville, TN: Thomas Nelson, 2005.
- Ekblad, Bob. "Reading and Praying the Psalms," *Reading the Bible with the Damned*, pp. 127-153. Louisville: Westminster John Knox Press, 2005.
- Hastings, Ross. *Where do Broken Hearts Go? An Integrative Participational Theology of Grief*. Eugene, OR: Cascade, 2016.

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- Hsu, Albert. *Grieving a Suicide*. Grand Rapids, MI: Intervarsity Press, 2017.
- Patton, John. *Pastoral Care: An Essential Guide*. Nashville, TN: Abingdon Press, 2005.
- Peterson, Eugene. "The Pastoral Work of Pain-Sharing: Lamentations." In *Five Smooth Stones for Pastoral Work*, 113-148. Grand Rapids, MI: Eerdmans, 1980.
- Savage, John. *Listening and Caring Skills: A Guide for Groups and Leaders*. Nashville: Abingdon Press, 1996.
- Schieb, Karen D. "Reading Lifestories: The Art of Close Reading," in *Pastoral Care: Telling the Stories of Our Lives*, pp. 101-118. Nashville: Abingdon Press, 2016.
- Taylor, Charles W. *The Skilled Pastor: Counseling as the Practice of Theology*. Minneapolis, MN: Fortress Press, 1991.
- Taylor, Charles W. "Race, Ethnicity, and the Struggle for an Inclusive Church and Society," in *Pastoral Care and Social Conflict*, edited by Pamela D. Couture and Rodney J. Hunter, pp. 152-164. Nashville: Abingdon Press, 1995.
- Wells, Samuel. *Incarnational Ministry: Being With the Church*. Grand Rapids, MI: Eerdmans, 2017.
- Wells, Samuel. *Incarnational Mission: Being With the World*. Grand Rapids, MI: Eerdmans, 2018.
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