

Menonite Brethren Biblical Seminary

PM-607, Pastoral Care and Counseling

Winter 2006

3 Units of Credit

Class Schedule: Tuesdays, 1:30-4:30 p.m.

Adjunct Professor: Larry Martens, Ph.D.

I. Course Description

This course is a study of the church as a caring community and how it can respond in caring ways to experiences throughout the human life cycle. Crisis events and life passages such as birth, marriage, death, illness, career transitions, grief, etc., are endemic to pastoral ministry. The course will examine care giving and counseling options for these events. The course will also focus on prevention strategies and counseling theory, and encourage theological reflection on caring practice.

II. Course Objectives

1. To establish a biblical, theological and theoretical understanding for care giving in the church.
2. To develop basic skills for providing pastoral care and counseling to people in need.
3. To acquire skill for intervening in times of crisis, grief, illness, and marital and family stress.
4. To engage in theological reflection on experiences of giving and receiving pastoral care.

III. Course Content

The course focuses on three levels of care giving: Level I, the congregation; Level II, lay leaders; Level III, the pastor. A fourth level, the professional counselor, will be referred to only as it forms a resource for special needs which require such expertise. The semester's study will be divided into three units. Readings for the units come from both the required and recommended readings.

Unit 1: The Nature and Context of Care Giving

The Biblical/Theological Basis for Care Giving

Readings: Martens, Direction (Spring, 1992), pp. 3-14; Switzer, pp. 6-35; Benner, pp. 7-29); Burk, "Pastoral Care and the People of God."
Patton, Pastoral Care in Context, pp. 1-64.

Suffering and Care Giving; Intervening in Crisis Situations

Readings: Wolterstorff; Yancey; Lewis, *A Grief Observed.*; Switzer (Chap. 3); Clinebell (Chap. 8); Patton, Pastoral Care in Context, pp. 113-135.

Unit 2: The Pastor as Care Giver

The Pastor as Care Giver and Counselor

Readings: Benner, pp. 13-45; Clinebell, pp. 13-72; Patton, Pastoral Care: An Essential Guide, pp. 1-33, 103-116; Patton, Pastoral Care in Context, pp. 65-109, 213-235.

Developing a Caring Conversation

Readings: Benner, pp. 47-104; Patton, Pastoral Care: An Essential Guide, pp. 35-48; Vaughn, pp. 72-134.

Visiting the Ill

Readings: Patton, Pastoral Care: An Essential Guide, pp. 61-74; Switzer (Chap. 4-5)

Ministering to the Dying and Bereaved

Readings: Patton, Pastoral Care: An Essential Guide, pp. 49-60. Switzer (Chap. 6-7); Clinebell (Chap. 9); Zonnebelt-Smeenge & De Vries, *Getting to the Other Side of Grief*.

Marriage and Family Interventions

Readings: Patton, Pastoral Care: An Essential Guide, pp. 89-102; Switzer (Chap. 9-10); Clinebell (Chap. 10-11)

Religious Resources and Care Giving

Readings: Benner, pp. 37-39, 62-70.

When and How to Refer

Readings: Switzer (Chap. 11); Clinebell (Chap. 12)

Unit 3: The Congregation as Care Giver

Dynamics of Congregational Care Giving

Readings: Direction, pp. 15-51; Clinebell (Chap. 16)

Structuring the Church for Care Giving

Readings: Wilson, et al, *Restoring the Fallen*; Schmidt, et al, *When a Congregation Cares*.

IV. Required Readings

Benner, David G. Strategic Pastoral Counseling: A Short-Term Structure Model. Grand Rapids: Baker Academic, Second Edition, 2003 (149 pages).

Martens, Larry, et al. Direction (Spring, 1992): Vol. 21, No. 1, (pp. 1-51).

Patton, John. Pastoral Care: An Essential Guide. Nashville: Abingdon Press, 2005.

Switzer, David K. Pastoral Care Emergencies: Ministering to People in Crisis. Minneapolis: Fortress Press, 2000 (191 pages).

Wolterstorff, Nicholas. Lament for a Son. Grand Rapids: Eerdmans Publishing Co., 1987. (105 pages).

Yancey, Philip. Where is God When it Hurts? Grand Rapids: Zondervan, 1997. (320 pages)

Recommended Readings:

- Benner, David G., Hill, Peter C. Baker Encyclopedia of Psychology & Counseling. Second Edition. Baker, 1999.
- Burck, Russell. "Pastoral Care and the People of God." Pastoral Psychology, Vol. 30 (Summer 1982): 139-52.
- Clinebell, Howard. Basic Types of Pastoral Care and Counseling: Resources for the Ministry of Healing and Growth. Revised Edition. Nashville: Abingdon, 1984.
- Crabb, Larry. The Safest Place on Earth: Where People Connect and Are Forever Changed. W. Publishing Group, 1999.
- Hunter, Rodney J., Editor. Dictionary of Pastoral Care and Counseling. Abingdon, 1990.
- Gerkin, Charles V. An Introduction to Pastoral Care. Nashville: Abingdon Press, 1997.
- Lewis, C. S.. The Problem of Pain. New York: Macmillan.
- _____. A Grief Observed. New York: Bantam Books, 1961.
- Kopp, Herb. Soul Care: Caregiving in the Church. Kindred Press, 2001.
- John Patton. Pastoral Care in Context: An Introduction to Pastoral Care. Louisville, Ken.: Westminster/John Knox Press, 1993.
- Schmitt, Abraham & Dorothy. When a Congregation Cares. Herald Press, 1984.
- Vaughan, Richard P. Basic Skills for Christian Counselors. New York: Paulist Press, 1987
- Wilson, Earl & Sandy, et al. Restoring the Fallen: A Team Approach to Caring, Confronting & Reconciling. Intervarsity, 1997.
- Zonnebelt-Smeenge, Susan J., & De Vries, Robert C. Getting to the Other Side of Grief. Grand Rapids: Baker Books, 1998.
- Willimon, William H. Sighing for Eden: Sin, Evil and the Christian Faith. Nashville: Abingdon, 1985.

V. Course Arrangements and Assignments:

1. **Readings.** Reading assignments provide opportunity for the student to become acquainted with specialists in the field of pastoral ministries and to explore the broad scope of resources available for care givers. The students shall read the assigned readings as indicated in the course outline (approximately 750 pages). Each student shall also read an additional 750 pages of books and periodical literature which reflect the subject matter of the course and the individual interests of the student. The pages read for written assignments are included in the total pages required for the course. **All required and recommended readings are on reserve in Hiebert Library**

Write a two page, double spaced response to each of the required texts. Your response should consider each of the author's theological contribution to the ministry of care and counseling, how the work informed you of church's activity in the care giving ministry, and how the reading has shaped or challenged your thinking as a care giver.

Due: Ongoing, as noted under the schedule of the class which will be distributed on the first day of class.

Please submit a one-half page reflection on each of the additional books or periodicals or portion thereof you read for the course. Include the total number of pages read for each book or periodical. Include thoughts of how the author challenged you or shaped your thinking about pastoral care.

Due: First 300 pages of additional readings – February 28; final 450 pages – April 25.

2. **Research Project.** Choose a topic related to the theology of pastoral care, a specific area of your personal interest which calls for a caring response, or how the church can become a caring community. The paper shall be 10-12 pages (double spaced/12 pt) in length. The paper shall address the biblical, theological and social science issues and perspectives which are relevant to the topic and include practical reflections on the church as a caring community. Your paper shall include a minimum of ten references (both books **and** journal articles).

Due Date: last day of class.

3. **Caring Ministry Assignment:** Each student is encouraged to grow as a care giver. Caring ministry assignments are designed to explore areas of ministry the student has not yet experienced and develop ministry skills in those areas. Visit **two** agencies such as a hospital, hospice, nursing home, marriage enrichment workshop/retreat, divorce mediation session, an AA meeting, residential care facility for the developmentally disabled, a parenting class, etc. Choose an area of ministry you have not yet been exposed to in ministry. Prepare a 4 page double spaced report for each visit. The report shall include a) a review of the visit with a client in the agency (Include a verbatim of the visit if appropriate. Examples of verbatims can be found in Switzer); b) an interview with a care giver (nurse, administrator, chaplain, etc. in the agency): c) reflections on your experience; d) observations about the personal skills needed to offer care in such a setting.

Due Dates: Report one, February 7; Report two, February 28.

4. **Counseling Skill Development.** Each student shall develop skill in pastoral counseling. Read Benner and Vaughn (from the recommended reading list) as background for counseling skill development. Students will be assigned a small group for role playing in counseling to practice counseling skills and to receive feedback on counseling techniques. The groups will meet once during class and twice outside of class to gain skill as a counselor.

In addition the student shall engage in one counseling session with a person so you can apply your understanding of counseling to an actual situation. Prepare a 5 page double spaced review of your counseling experiences: a) describe the group experience; b) describe the individual counseling situation and include a brief verbatim of the session; c) reflect on the areas of your strength as a counselor, areas for growth, fears, what you have learned about yourself as a counselor, and what steps you feel you should take to strengthen your counseling skills.

Due Date: April 11

The student shall carefully read the case study (chapter 5 of Benner) and respond to Benner's three stages and how these are reflected in the case study. What are the strengths and weaknesses of each of the stages? What new insights did you gain? How might these stages be applied to your ministry as a care giver? (3 pages)

Due Date: March 14

5. There will be a final examination to review the student's grasp of the material covered in the course. ***Date: to be announced***

VI. Grading.

1. All assignments are to reflect appropriate quality for graduate level work. Grading will take into consideration the student's ability to comprehend and apply the theoretical material appropriate to the assignments, to critically evaluate and reflect on the subject matter, to apply the material to one's own life experience, and to develop pastoral ministry skills. Evaluation will be based on readings, written assignments, oral presentations, an examination, and class attendance. Your research project shall be written according to the format of the American Psychological Association publication manual, 5th edition. The APA manual can be found on reserve at the Hiebert Library.

All late assignments will result in a grade reduction, i.e., one letter grade for each week late. Course assignments will not be accepted beyond the last day of the semester. If you wish to maximize confidentiality on your graded assignments, please submit the assignment in an envelope. Your graded assignment will be returned in the same envelope. Assignments may also be submitted electronically in Microsoft Word format to lkmartens@sbcglobal.net.

2. Grade Distribution

Readings/Class participation:	10%
Research Project	40%
Caring Ministry Assignment:	15%
Counseling Assignments:	15%
Final Examination	20%

3. The grading scale.

A = 90-100% (Excellent)

B = 80-89% (Expected)

C = 70-79% (Below Expectations)

F = <69% (Unacceptable)

The instructor assumes a "B" as a baseline grade. Grading will be based on how effective the student responds to the intent of the assignment, thoroughness of work, and evidence of good research, writing and organizational skills. An "A" represents superior or exceptional quality of work. A "C" has not achieved the baseline level, does not meet the spirit of the assignment, is too short or evidences limited research, writing, and organizational skills.

5. MBBS is committed to the use of non-discriminatory language in both class and assignments. Please refer to the resource guides available on the Seminary website.

6. MBBS Academic Policies.

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies>. These policies provide guidance on academic integrity and plagiarism, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar or Academic Dean.

7. **Class meetings.** Students will be expected to participate in class lectures and exercises, read assigned readings, and prepare written material related to research and ministry assignments. Given the use of case studies attendance is mandatory. Any student missing more than 25% of class meetings will receive a failing grade. Exceptions to this policy may be considered because of medical or family emergencies, but all exceptions must be approved by the instructor. For the sake of other students and the integrity of the learning environment, cellular phones will be turned off during class.