

Mennonite Brethren Biblical Seminary
Course Syllabus
PM-607: Pastoral Care and Counseling
Fall 2009 3 Units
Mondays, 8:45 am – 11:45 am

Instructor: David Bruce Rose, Ph.D.
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Office Hours: Mondays 3:00 pm - 4:00 pm, Tuesday 2:00 pm – 4:00 pm, Wednesdays 11:00 am – 11:45 am, and by appointment.

Course Description: Pastoral Care and Counseling refer to some of the processes the church uses to help people grow in faith. Pastoral counselors are not second-class psychotherapists. Rather, pastoral care is a different discipline from psychotherapy. The goal of pastoral care is faithfulness—not merely mental health, and while psychology contributes to our understanding of pastoral care, pastoral care is much more than psychotherapy.

This class focuses on two basic areas: (1) A fundamental set of flexible helping skills that includes methods of listening and communicating that help people grow, (2) Understandings of how people grow in faith, how to help people respond to crisis and loss, and how to nurture the people of God in negative and positive situations.

Because every person is different and the challenges each person faces are unique, “cook book” teaching methods, where we list problems and their solutions, are not helpful. Rather, it is the goal of this class to equip students with knowledge and skills that can enable them to be flexible as they help meet the spiritual needs of the people God has placed in our care.

Related Degree Outcomes

- 1.2 Demonstrate self-awareness that promotes maturing, authentic humanity
- 1.5 Witness persuasively to the Gospel of Jesus Christ in a postmodern secular context
- 1.6 Lead individuals and a Christian community in spiritual growth
- 2.3 Articulate and defend a biblical view of leadership and Christian ministry in the world
- 3.2 Utilize theological and social scientific tools and practices to understand and interpret the culture of a ministry and the cultural context of the ministry

- 4.1 Proclaim the gospel message through words and deeds with the purpose of leading all people to faith in Jesus Christ and into a relationship with the church
- 4.3 Describe how to minister among God's people to evoke the trust, credibility, and confidence that a congregational leader requires during times of change
- 4.4 Explain how to nurture the imagination and growth of God's people through the conviction that God's reign is among them
- 4.8 Attend to the pastoral care needs of the congregation

Course Format: Course will meet Mondays from 8:45 to 11:45. Each session will include skills practice and interaction with peers. Therefore, failure to attend class may result in a decrease in the student's grade.

Assignments:

1. **Reading Log:** Students are expected to read a minimum of 2000 pages on the topic of pastoral care and counseling. Readings should include Egan (2007), Friedman (1985), Harris (1997), and Martins (1992) unless the student has read these previously. Reading log should include the citation (please include the number of pages read) and a one paragraph reflection regarding how this reading has helped the student prepare for the tasks of pastoral care and counseling. Additional credit will be given for readings beyond 2000 pages. **Due Date: Monday November 30, 2009. 50% of Grade**
2. **Participation in pastoral counseling exercises:** These exercises will be held during meeting times and will focus on the practice of the skills described in Egan (2007). **10% of Grade** As completing the workbook for this text will improve the student's skills extra credit will be given for workbook assignments submitted.
3. **Essays on "What is the Church" and "What is a Pastor:"** Students will write a brief (1-2 pages) essay on their understanding of the church and its role and their understanding of the role of the pastor. These are not intended to be research papers, but rather, the purpose of this assignment is to help the students focus and articulate their current understanding of pastoral care and counseling in the church. Full credit will be given for any serious attempt at writing these essays. **Due Friday August 28, 2009. 5% of Grade**
4. **Critical Reflection on Pastoral Care or Counseling Incident** Using the guidelines below, the student will write one critical reflection on an incident in which they attempted to facilitate or provide pastoral care or counseling. Submit to Dr. Rose at DRose@mbseminary.edu. **Due Date: Monday Dec. 7, 2009. 35% of Grade**

Resources

REQUIRED READING INCLUDES;

Dueck, A. (1992). Congregational care needs and resources study: A summary. *Direction (Spring 1992): 21: 1 pp 26-40**

Egan, G. (2007). *The skilled helper: A problem-management and opportunity-development approach to helping (8th ed.)*. Belmont, CA: Thompson Brookes/Cole.

Friedman, E. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford.

Haris, J. C. (1997). *Stress, power and ministry: an approach to the current dilemmas of pastors and congregations*. Washington, D.C.: Alban.

Kliwer, D. (1992). Congregational care needs and resources: An overview. *Direction (Spring 1992): 21: 1 pp 15-25**

Kliwer, D. (1992). Congregational care needs and resources: Study findings. *Direction (Spring 1992): 21: 1 pp 41-51**

Martins, L. (1992). Anabaptist theology and congregational care. *Direction (Spring 1992): 21: 1 pp 3-14**

Schmidtt, A., & Schmitt, D. (1984). *When a congregation cares: A new approach to crisis ministries*. Kitchener, Ontario: Herald Press.

* available at www.directionjournal.org

RECOMMENDED READING

Aden, L., & Ellens, J. H. (Eds.) (1998). *The church and pastoral care*. Grand Rapids, MI: Baker.

Bayly, J. (1973). *The last thing we talk about*. Elgin, IL: David C. Cook.

Benner, David (2003). *Strategic pastoral counseling: A short-term structured model*. Grand Rapids, MI: Baker.

Benner, D. G., & Hill, P. C. (1999). *Baker encyclopedia of psychology and counseling (2nd Ed.)* Grand Rapids, MI: Baker.

Biddle, P. H. (1987). *Abingdon marriage manual (Revised)*. Nashville: Abingdon.

- Blackburn, B. (1997). Pastors who counsel. In R. K. Sanders Ed. *Christian counseling ethics: A handbook for therapists, pastors, & counselors*. (pp. 75-85). Downers Grove: IL: Intervarsity.
- Blom, P. J. et. al. (2008). *The Presbyterian handbook for pastors*. Louisville, KY: Geneva.
- Boers, A. P. (1999). *Never call them jerks: Healthy responses to difficult behavior*. Herndon, VA: Alban.
- Browning, D. S. (1976). *The moral context of pastoral care*. Philadelphia: Westminster.
- Buckman, R. (1996). *"I don't know what to say . . ." "How to help and support someone who is dying*. Toronto, ON: Key Porter.
- Bueckert, L. D., & Schipani, D. S. (Eds.) 2006). *Spiritual caregiving in the hospital: Windows to chaplaincy ministry*. Kitchener, Ontario: Pandora.
- Burck, R. (1982). Pastoral care and the people of God. *Pastoral Psychology*, 30 pp 139-152.
- Capps, C. (1984). *Pastoral care and hermeneutics*. Philadelphia: Fortress.
- Clinebell, H. (1984). *Basic types of pastoral care and counseling: Resources for the ministry of healing and growth, Revised Ed*. Nashville: Abingdon.
- Friedman, R., & James, J. W. (2008). The myth of the stages of dying, death and grief. *Skeptic*. 14. 2. pp. 37-41.
- Gerkin, C. V. (1997). *An introduction to pastoral care*. Nashville: Abingdon.
- Gusky, J. (March 2009). Perspectives on grief: In defense of grief. *Counseling Today*. Pp. 52-55
- Hunter, R. J. (Ed.) (1990) *Dictionary of pastoral care and counseling*. Nashville: Abingdon.
- Lewis, C. S. (1961). *A grief observed*. New York: Bantam.
- Lewis, C. S. (1940). *The problem of pain*. New York: Macmillan.
- Lynch, G. (2002). *Pastoral care and counseling (ethics in practice series)*. Thousand Oaks, CA: Sage.
- Moore, J. (1992). *Helping skills for the nonprofessional counselor*. Cincinnati: St. Anthony Messenger.

- Nichols, M.P., & Schwartz, R.C. (2008). *The essentials of family therapy (4th Ed.)*. Boston: Allyn and Bacon.
- Oates, W. E. (1978). *The religious care of the psychiatric patient*. Louisville: Westminster/John Knox.
- Oden, T. C. (1985). Pastoral care and the unity of theological education. *Theology Today* 42:1 34-42.
- Office of General Assembly (1946). *The book of common worship*. Louisville: Westminster/John Knox.
- Office of Theology and Worship (1990). *Services for occasions of pastoral care: The worship of God*. Louisville: Westminster/John Knox.
- Oglesby, W. B. Jr. (1980). *Biblical themes for pastoral care*. Nashville: Abingdon.
- Patton, J. (2005). *Pastoral care: An essential guide*. Nashville: Abingdon.
- Patton, J. (1993). *Pastoral care in context: An introduction to pastoral care*. Louisville, KY: Westminster/John Knox.
- Richardson, R. W. (1996). *Creating a healthier church: Family systems theory, leadership and congregational life*. Minneapolis: Fortress.
- Richardson, R. W. (1995). *Family ties that bind. (3rd Ed.)* Bellingham, WA: Self Counsel Press.
- Schipani, D.S., & Bueckert, L. D. (Eds.) (2009). *Interfaith spiritual care: Understandings and practices*. Kitchener, ON: Pandora.
- Schmitt, A., & Schmitt, D. (1984). *When a congregation cares*. Scottsdale, PA: Herald Press.
- Steinke, P.L. (1996). *Healthy congregations: A systems approach*. Washington, D.C.: Alban.
- Switzer, D. K. (2000). *Pastoral care emergencies: Ministering to people in crisis*. Minneapolis: Fortress.
- Taylor, C. W. (1991). *The skilled pastor: Counseling as the practice of theology*. Minneapolis: Fortress.

- Wislon, S., Friesen, Paul, Friesen, V., (Author), Paulson, L., & Paulson, N., (Author), (1987). *Restoring the fallen: A team approach to caring, confronting, and reconciling*. Downers Grove: Intervarsity.
- Willmon, W. H. (1985). *Sighing for Eden: Sin, evil, and the Christian faith*. Nashville, Abingdon.
- Wicks, R., Parsons, R., & Caps, D. (Eds.) (1985). *Clinical handbook of pastoral counseling*. Mahwah, NJ: Paulist Press.
- Wynn, J. C. *Family therapy in pastoral ministry: Counseling for the nineties*. San Francisco: HarperSanFrancisco.
- Wolterstoff, N. (1987). *Lament for a son*. Grand Rapids, MI: Eerdmans.
- Yancy, P. (1997). *Where is God when it hurts?* Grand Rapids, MI: Zondervan.
- Zonnebelt-Smeeng, S. & De Vries, R. C. (1998). *Getting to the other side of grief*. Grand Rapids, MI: Baker.

Tentative Class Schedule

| Date | Topics | Assignments and Suggested Readings |
|--------------|---|---------------------------------------|
| August 24 | Course Introduction Accurate Empathy | |
| August 31 | The Goal of Pastoral Care Basic Listening Skills | Egan (2007) Chs 1-4 |
| September 14 | The Stress Response The Community and the Professional | Egan (2007) Chs 5-6 Martins (1992) |
| September 21 | Faith Development and Pastoral Care | Schmitt (1984) |
| September 28 | Hospital Visits | |
| October 5 | Grief, Death, and Funerals | Friedman & James |
| October 12 | Terror Management Theory Confrontation in Pastoral Counseling | Rose & Bigler Egan (2007) Ch 7-8 |
| October 19 | Pastoral Care in Baptisms, the Lord's Supper, & Weddings | Freedman, (1985) Blom, et al. |
| October 26 | Premarital, Marital, and Individual Counseling | Biddle (1987) |
| November 2 | Working with Counselors and other Helpers | |
| November 9 | Mental Health Emergencies Personality Disorders Refining Pastoral Counseling Skills | |
| November 9 | Career issues and Other Life Transitions Practicing Pastoral Counseling Skills | |
| November 16 | Self Care and Vicarious Traumatization | |
| November 23 | Pastoral Care and Systems Theory | |
| November 30 | Integrating Pastoral Care | Lewis (1940) Lewis (1961) |
| December 7 | Review and Case Presentations | |

Appendix

Critical Reflection Guidelines

The Critical Reflection is an important piece of the student's experience in learning Pastoral Care and Counseling. Yet, it is also one of the most difficult to describe. Perhaps it would be most helpful to begin by describing the purpose of a critical reflection. The process of writing and submitting a critical reflection is designed to help students reflect on and learn from their experience individually and in community. Writing a critical reflection includes four steps that can be called "The 4 A's:" (1) choose an **Anecdote**, (2) Social Scientific **Analysis** (3) **Application** of Biblical Theology, (4) **Action**.

Anecdote

Initially many students find this the most difficult part of the task. That is because there are so many incidents to choose from. For the purposes of this assignment, choose an anecdote regarding a recent attempt to facilitate or provide pastoral care or counseling. It could be a hospital visit, an attempt to encourage someone, premarital counseling, a condolence visit, or organizing the community to support a family in crisis.

Choose an incident that touched something inside you, something that made you resonate. The incident should primarily have to do with your formation for ministry. Your broader personal growth, while important, is not the focus of this assignment. The incident should be clearly connected with your professional behavior as a vocational minister of the Gospel.

Then describe the incident with sufficient detail that the reader can understand what happened and why it was significant. Describe it behaviorally, that is, concretely and objectively. Paint a picture so that your reader can see the incident. In doing so, you may recall details that you did not notice before, or you may realize that you failed to attend to significant information and so do not know all that happened. Of course, disguise identifying information to protect confidentiality.

Social Scientific Analysis

Analyze the incident interpretively. What happened that affected you as a minister? Using the various theoretical lenses (e.g., theories of counseling, personality theories, systems theories, Appreciative Inquiry, Diffusion of Innovation, ethnographic analysis) with which you have been outfitted in this class and through your seminary training, how do you understand what happened? What theoretical frameworks provide you with insight about this incident? What can you not explain? What internal dynamics in you, and in the others involved, contributed to the incident? What could you not understand and why? And, most importantly, how did the incident affect you, how did you change after the incident?

Application of Biblical Theology

Then reflect on the anecdote theologically. Where was God when the incident occurred? How were you aware of God's presence and power, or perhaps you sensed God had withdrawn? How does scripture speak to what occurred? What theological questions or

concerns did the incident raise? How is your understanding of and relationship with God, Jesus, or what it means to be a minister affected by this incident?

Of course, there is a great deal of overlap between these three elements of reflection and, as long as all three are clearly present, you may blend them as you write.

Action

What new actions will you take in light of these reflections? Writing makes it real and helps you focus and clarify. Keep it brief and concrete. However, include enough detail to demonstrate that you did a thorough reflection. The instructor should be able to understand what occurred in the anecdote, why you chose it, how you used social sciences to analyze it, how you applied Biblical theology to understand it, and how it has affected your action. And the instructor should see you in the incident. A “newspaper article” style account is NOT acceptable. The reflection should demonstrate that you allowed the incident to touch your soul and show some of how God has used it in your professional growth.