

Syllabus for
PRM 673–Introduction to Pastoral Care – REVISED 2/21/2013
NICL Cohort
February 19-22, 2013

I. COURSE DESCRIPTION

A course designed to help students become more knowledgeable, effective, and sensitive pastors when ministering to persons in need. Covers selected topics in the pastoral care field. Focuses on the work of the Christian minister to care for God’s people.

Prerequisites: None

Caring is a significant ingredient of healthy human growth and development. The caring aspect of life is viewed in this course from a theological perspective. The work of the Christian minister to “care” for God’s people, both within the community of faith and in the world, is the focus of study and reflection. This course is designed to help students become more knowledgeable, effective and sensitive pastors when ministering to persons in need.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Opportunities to learn about the biblical foundations, history and theology of pastoral care.
- B. Readings, lectures, written papers, class discussions, etc., are designed to help develop in students an awareness of the privileges and responsibilities of a professional caring person.
- C. Exposure to information concerning issues such as pastoral diagnosis, intervention and prevention, death and dying and developing caring communities. He or she should understand that pastoral care can only be partly learned in a classroom setting, though the academic format can provide valuable resources for further personal and professional growth.

III. COURSE OBJECTIVES

Upon successful completion of this course, students will be able to do the following:

- A. Integrate the biblical and theological meaning of pastoral care.
- B. Discuss appreciation for the history of pastoral care.
- C. Exercise pastoral authority in caring situations.
- D. Articulate a theological rationale for pastoral care (through the writing of the term paper).
- E. Develop a personal philosophy and model for pastoral care.
- F. Explain the need for caring for oneself, the family and the congregation.
- G. Function as a pastor in crisis situations/cross-cultural situations.
- H. Offer pastoral guidance and comfort for the dying and for persons experiencing grief.

I. Train laypersons in caregiving ministry.

J. Explain the need for personal and pastoral formation.

IV. TEXTBOOKS

Required:

Mathew, Thomson K. *Ministry Between Miracles*. Fairfax, VA: Xulon Press, 2002.
ISBN: 9781591603764

Scazzero, Peter. *The Emotionally Healthy Church*. Grand Rapids, MI: Zondervan, 2010.
ISBN: 9780310293354

Gospel of John. Chapters I to XI.

Recommended:

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Louisville, KY:
Westminster, 2006. ISBN: 9780664226848

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

B. School of Theology Policies and Procedures—Modular Programs

1. Each module will be held in the Graduate Center, 4th Floor, Room GC 4A41, and sessions are Tuesday-Friday from 8:30 a.m. - 5:30 p.m. There will also be some evening sessions for required Assessment classes. Students are to make travel arrangements that do not interfere with their involvement in all of these sessions and confirm course location prior to arrival.
2. **Students must upload all pre-course assignments to D2L dropbox 15 days prior (February 4, 2013) to the first day of the course.** Each overdue assignment will be penalized 10 % for **EACH WEEK** it is late. After the third week no credit will be given for the assignment.
3. Following a modular course, the student is to do the following:
 - a. Upload all post-course assignments within one month (**March 22, 2013**) of the final day of class into the D2L dropbox. Each overdue assignment will be penalized 10 % for **EACH WEEK** it is late. After the third week no credit will be given for the assignment.
 - b. Final exams will also be administered through the D2L system if the professor does not require the exam to be proctored.
4. Attendance
 - a. Students are to attend all sessions during the modular course week.
 - b. All absences, late arrivals, and early departures receive a grade reduction equal to 2.5% for each classroom hour missed and **must be approved by the Modular Director.**
5. **The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.**
6. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

C. Course Policies and Procedures

1. Pre-Course Requirements:

- a. Read *Ministry Between Miracles* and write a book critique. A book critique should have three to five pages (double spaced). It should have four sections:
 - 1) 1-2 page summary of the book,
 - 2) 1-page evaluation of the content of the book (list strengths and weaknesses),
 - 3) 1-2-page integration of the material to your ministry. Describe what you can apply, what you cannot, why, etc.
 - 4) 1-page-theological reflection of how the book applies to scripture.
- b. Read *John*, chapters 1-11. Make a list of qualities Jesus had as a caring person.
- c. Read *The Emotionally Healthy Church* and write a reaction paper (three pages) responding to *the major themes*.
- d. No written work is required of the recommended text.

PLEASE NOTE: *You are not necessarily expected to embrace all the ideas in each textbook. As a graduate student, you are expected to evaluate and dialogue with theological ideas in the books based on the Word of God.*

- d. Write a brief case study (three to five pages). **Describe** a situation where you offered pastoral care. Be careful to answer the following questions:
 - 1) What was the situation?
 - 2) How did you offer care?
 - 3) What was the outcome?
 - 4) What have you learned from this experience that would be beneficial to other pastors? **Please do not use the actual names of people and places.** Be prepared to share your insights in class.

2. In-Course Requirements:

Attend all sessions. Actively participate in discussions, group discussions, and course work.

3. Post-course Requirements:

- a. **Final Ministry Paper:** Write a final paper (8 to 10 pages) describing your personal **theology** of pastoral care, **current practices** of pastoral care, and **plans for future development and use** of pastoral care in ministry practice.
- b. Submit to D2L Drop box
- c. Also submit to course professor in ePortfolio
- d. **Failure to submit artifact assignment to ePortfolio will result in an “INCOMPLETE” grade for the course.**
- e. See Section 5 below – **WPA requirements for this course**

4. Evaluation Process

a.	Mathew Book I Critique	=	20%
b.	Scazzero Book II Reaction	=	15%
c.	John Response Paper	=	15%
d.	Case Study	=	10%
e.	Participation	=	15%
f.	Final Ministry Paper	=	25%

5. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
- b. WPA requirements for this course:
 - (1) **All students, regardless of degree program, must upload the Final Ministry Paper for PRM 673 to the course professor on ePortfolio. (This rubric is located under the Master of Divinity degree on ePortfolio.)**

- 6. Faculty
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VII. COURSE CALENDAR

General Topics

	History and Theology of Pastoral Care
	Theological Rationale for Pastoral Care
	Pastoral Care Assessment, Diagnosis, Intervention
	Issues Related to the Death, Dying, and Grief Process
	Church as Caring/Healing Community

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

**Master of Divinity
PRM 673—Introduction to Pastoral Care**

Dr. James Barber, Instructor

Spring 2013

This course contributes to student learning outcomes for the Master of Divinity degree as indicated below:

Significant Contribution—Addresses the outcome directly and includes targeted assessment.

Moderate Contribution—Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution—Addresses the outcome indirectly and includes little or no assessment.

No Contribution—Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1 Old Testament Scripture in Cultural/Historical Context				
Articulate a foundational knowledge of the historical/theological content of Scripture with application to selected contemporary situations.	X			
2 Exegetical Tools to Translate/Analyze Biblical Text				
Interpret the biblical writings in the Greek and/or Hebrew languages using critical exegetical tools, and write a hermeneutical and exegetical paper.	X			
3 Biblical/Theological Basis for Ministry Strategies				
Present practical ministry strategies utilizing biblical and theological principles.	X			
4 Christian Ethics for Social Issues				
Analyze and discuss contemporary social issues affecting the Church and society based upon biblical, theological, and ethical principles.	X			
5 Theology and Theory of Ministry				
Develop and articulate a theology and theory of ministry that is relevant to the student's background and calling.	X			
6 Skills for Contemporary Ministry				
Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts.	X			
7 Knowledge of History of Christianity				
Present a basic knowledge of the history of Christianity.	X			
8 Knowledge of Christian Theology/Doctrines				
Exhibit a basic knowledge of theology and Christian doctrines.		X		