

Syllabus for
PRM 673-SEP-Introduction to Pastoral Care
CityPlex Towers, 21st Floor
3.0 Credit Hours
Fall 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 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 growth.

III. STUDENT OBJECTIVES FOR THIS COURSE

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

- A. Integrate the Biblical meaning of pastoral care with modern pastoral procedures.
- 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.

- J. Discover and describe ways to develop professional relationships with persons from other healing disciplines.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Doehring, Carrie. *The Practice of Pastoral Care*. Louisville, KY: Westminster John Knox Press, 2006. ISBN: 9780664226848

Swetland, Kenneth. *Facing Messy Stuff in the Church*. Grand Rapids, MI: Kregel, 2005. ISBN: 9780825436963

Mathew, Thomson K. *Ministry Between Miracles*. Fairfax, VA: Xulon Press, 2002. ISBN: 9781591603764
2. Other
None.

V. POLICIES AND PROCEDURES

A. 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.

2. 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 artifact to D2L Artifact dropbox is a zero for that assignment.

By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology Policies and Procedures—Modular Program

1. Each module, usually held in the CityPlex Towers on the 21st floor, has sessions Monday-Thursday from 8:30 a.m.- 5:30 p.m., and Friday from 8:30am to 1:30pm. 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 (August 26th, 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 (**October 13th, 2013**) of the final day of class. 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. Both pre-course and post-course assignments are to be put in the designated D2L drop box for the course.
 - c. 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.

B. Course Policies and Procedures

1. Evaluation Procedures
 - a. Grading Procedure

Synthesis Paper	=	30%
Case Study	=	20%
Participation	=	10%
Final Ministry Paper	=	40%
 - b. Grading scale:

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60-69%
F	=	Below 59%

2. Pre-Course Requirements:

a. (30%) Students are to read the Mathew, Doehring, and Swetland texts (see reading assignment on calendar). Write a **6-9 page synthesis paper** demonstrating knowledge of the content of the books. The following should be included:

(1) **An evaluation of the text**—1- typewritten, double-spaced pages of **each book** to equal no more than 3 pages total This should be a critical evaluation of what the author has to say. Both positive and negative reactions should be included. The following questions are often used for evaluation:

- (a) What is the author's credentials? Is the author a recognized authority in the field? To whom is the author writing? What biases (theological, philosophical, denominational, etc.) are evident?
- (b) What is the author's stated purpose, and what are the points or themes? Does the author achieve the intended purpose? What presuppositions or basic assumptions does the author reveal? Are they legitimate and valid? Are the author's arguments logical, well-supported, or convincing? How fairly does the author deal with information that contradicts the main premises? Does the author discuss both sides of the argument?
- (c) What is unique, significant, or interesting about the books? Do they contain unusual historical, theological, or literary traits? What is good about the books? What is bad about the books? What do the books/authors have to teach? Does the author make an original contribution to the field of knowledge in that area? Is the treatment of the subject superficial or does it demonstrate real depth? Who should read the books? What concepts can be implemented in ministry?
- (d) Students should not assume anything, but write as though the reader knows nothing about the author, the author's point of view, or the contents of the books. The student should explain and analyze the books from an individual perspective. General or trite statements such as "Every minister (counselor, pastor) should read this book," should be avoided. If something is important, it should be stated specifically.

(2) **An integration of texts**—3-6 typewritten, double-spaced pages relating the author's concepts to other facets of the course that contribute to a valuable synthesis. Suggestions for this process include the following:

- (a) Relate, compare, and contrast aspects of the books to other textbooks and/or readings of the course.
- (b) Relate, compare, and contrast aspects of the books to class lectures, presentations, and discussions.

- (c) Theological reflection of the vocational significance of the text.

3. In-Course Requirements:

–Attend all sessions. Actively participate in discussions, group discussions, and course work. Present a Case to the class Using the following criteria:

Introduction/Background

Set the event in context. This includes the persons involved, when and where it happened, what the student had in mind, what the student hoped/feared would happen, when and how the student became aware of/involved in the event, what pressures and persons precipitated and shaped the event, etc.

Event Description

What took place (where do the student and the person now stand in the relationship)?

What dynamics were at work intra-personally and inter-personally with each of the persons in this experience?

What effect did this interview have on the person? How did the person feel when it was over, and why?

What does this interview reveal about the person and about the student?

Attempt to relate this experience to the theme of the semester.

Evaluation/Analysis

The student should evaluate personal responses. Was the student able to empathize with the person and discern personal feelings and/or concerns being expressed? Was this empathy communicated?

What did the student see as the person's needs?

Which responses would the student have changed? Why?

What resources did the student use in ministering to this person?

What effect did the student's feelings have upon this interview?

Theological Reflection

Theological reflection requires ardor, discipline, and perseverance. The process involves raising questions about the theoretical presuppositions (biblical, theology, moral theology, pastoral theology, philosophy)

What are the biblical and theological themes which emerge in this situation? (e.g., faith, guilt, alienation, reconciliation, justice, law, grace, sin, redemption, creation, incarnation, suffering, resurrection, etc.)

What is the mission of the church in relation to this situation or issue? This kind of reflection permits the student to discover the meanings of theological terms and categories in the lives of persons (living human documents)

Reflection may suggest that various theoretical factors are dynamically related to:

Behaviorally: the minister's personal needs may be involved

Theologically: the minister may be saying many things about personal doctrine of God, the church, salvation, Christian experience and responsibility, ministry, etc.

Biblical principles are noticeably present or absent

Questions for Reflection Include 1-3 thought provoking theological inferences for your colleagues and professors that may help

4. Post-course Requirements:

a. Write a final ministry paper (7 to 10 pages) describing;

b. **30% Your Personal Theology of Pastoral Care** A Biblical/Theological understanding related to the biblical text and related literature (2-3 pages),

- c. **45% Your Current Practices or Future Plans for** pastoral care in ministry practice. Your operational concepts as would be practiced in a local church or ministry setting (5-7 pages)
 - d. **25% form and style** The paper should be written according to department. **The paper should include a minimum of 7 (Seven) different sources cited, not including biblical versions consulted.**
5. Whole Person Assessment Requirements
- a. WPA requirements for this course:
 - (1) The Final Ministry Paper for PRM 673 must be uploaded to the D2L dropbox.
 - (2) The Final Ministry Paper for PRM 673 is a required artifact for the MAPT & MDIV degree program.
6. Faculty
James Barber, D. Min.
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VI. COURSE CALENDAR

Day	Topic
1.	History and Theology of Pastoral Care Pastoral Care Profile
2.	Theological Rationale for Pastoral Care
3.	Pastoral Care Assessment, Diagnosis, Intervention
4.	Issues related to Dying and Grief Dying and Death
5.	Other Healing Disciplines Caring Communities

**Inventory for Student Learning Outcomes
School of Theology and Missions**

Master of Divinity

PRM 673-48 Intro to Pastoral Care

Dr. James Barber, Instructor

Fall 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
Scripture in Cultural/Historical Context				
Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	x			
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			
Knowledge of Christianity				
Present a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	x			
Knowledge of Christian Theology/Doctrine				
Exhibit a basic knowledge of contents and methods of Christian theology.	x			
Biblical/Theological Basis for Ministry Strategies				
Present practical ministry skills and strategies.	x			
Christian Ethics for Social Issues				
Analyze and discuss contemporary social issues affecting the Church and society based upon biblical, theological, and ethical principles.	x			
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			
Skills for Contemporary Ministry				
Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts.	x			