



<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2018</b>
<b>PT610</b>	<b>The Theology &amp; Practice of Pastoral Care</b>	<b>Prerequisite: PT501 or an Undergrad Degree in TH</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Tuesday	<b>Instructor:</b>	Mark Buchanan, BFA, MACS	<b>First day of classes:</b>	Thu, Jan. 4
<b>Time:</b>	2:30-5:15	<b>Email:</b>	mbuchanan@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan. 14
<b>Room:</b>	L2100	<b>Phone:</b>	401-410-2000, ext 7907	<b>Last day to request revised exam:</b>	Mon, Mar. 5
<b>Lab/Tutorial:</b>	None	<b>Office:</b>	L2071	<b>Last day to withdraw from course:</b>	Fri, Mar. 16
		<b>Office Hours:</b>	By Appointment	<b>Last day to apply for coursework extension:</b>	Mon, Mar. 26
<b>Final Exam:</b>	None			<b>Last day of classes:</b>	Wed, Apr. 11

### Course Description

This course introduces the student to the ministry of “care of souls.” Aspects of congregational care and ministry through ritual are explored. Students will begin to develop specific care-giving skills.

Particularly, we look at what caring for others – and ourselves – means in light of Trinitarian theology and in the context of Christian community. We delve into what it means to be (in Henri Nouwen’s arresting phrase) “wounded healers,” and (in the Apostle Peter’s evocative language) “a royal priesthood,” and (in the Apostle Paul’s stirring description) “ambassadors of reconciliation.” We grapple with understanding and living out the task and privilege of bearing witness, in word and deed, to the God of hope, peace, and love. And we inquire into what is involved in our church communities becoming (in Larry Crabb’s hopeful vision) “the safest place on earth.” The student, by the end of the course, should be familiar with Trinitarian theology undergirding all acts of care, have some understanding of attachment theory, and have cultivated basic skills in giving and receiving care.

**Prerequisite:** PT 501 or an undergraduate degree in Theology.

### Expected Learning Outcomes

The engaged and attentive student should come away from the course with the following:

1. A theology of pastoral care that is rooted in both Scripture, current theory, and best current and historical practices.
2. An appreciation and understanding of the role of pastoral care in the history, mission and identity of the Church.
3. A sense of the wealth and breadth of pastoral care practices, especially as they relate to our current place and time.
4. A deepened capacity to both give and receive pastoral care.

5. A growing sense of how to build and sustain pastoral care within Christian community, and some basic skill and strategies for implementing this.

## Required Textbooks

- Mitchell, Kenneth R., et al. *All Our Losses, All Grievs: Resources for Pastoral Care*. Louisville, KY: Westminster John Knox Press, 1983.
- Savage, John. *Listening & Caring Skills: A Guide for Groups and Leaders*. Nashville, TN: Abingdon Press, 1996.
- Swinton, John. *Raging with Compassion: Pastoral Responses to the Problem of Evil*. Grand Rapids, MI: Eerdmans, 2007.

## Course Schedule

January	9	Which of These Three Do You Think Was a Neighbor? - Introduction & Overview
	16	Do You Want to Get Well? - Our Woundedness & Hidden Wholeness
	23	Do You See this Woman? - Hospitality & Being a Community of Grace
	30	I Have Come Down... I am Sending - The Ministry of Presence
February	6	How Long, O Lord? - Suffering & the Problem of Evil
	13	Listening & Caring Skills – In-class Student-led workshop
	20	Reading Week - <b>No Class</b>
	27	Godly Men Buried Stephen and Mourned Deeply for Him - Death & Dying
March	6	We Had to Celebrate - Community & the Serious Business of Joy
	13	Treasures in Jars of Clay - Practices of Self-Care
	20	Care Practices, Part I
	27	Care Practices, Part II
April	3	Care Practices, Part III
	10	Go & Do Likewise - Conclusion

## Requirements:

### 1<sup>st</sup> Assignment:

- a. Write a 750-word paper on 3 spiritual care practices derived from one New Testament letter (learning Outcomes 1-3).
- Or**
- b. Write a 750-word paper on one story of Jesus' interaction with a person or people - the woman at the well, Zacchaeus, the rich young ruler, Blind Bartimaeus, the 10 lepers, etc. - reflecting on Jesus' ways of caring for people (learning Outcomes 1-3).
- Or**
- c. Read one of the books from the selected bibliography and write a 750-word summary, evaluation, and critique of it (learning Outcomes 1-3).
- Or**
- d. Watch **2** of the recommended movies and write a 750-word summary, evaluation, and critique of them. (Learning Outcomes 1-3).

**Due: Monday, January 29, by 11:55 PM**

### 2<sup>nd</sup> Assignment (you can, if you choose, collaborate with up to 2 other students on this assignment):

- a. Research and write a 1500-word paper reporting and reflecting on a personal interview with a parish nurse, pastor of care ministry, chaplain, Christian counselor, or the like, about their work. See Moodle for suggested

questions (learning Outcomes 3-5).

**Or**

- b. Research and write a 1500-word paper describing and reflecting on a first-hand exploration of one church's ministry in some area of pastoral care (learning Outcomes 3-5).

**Or**

- c. Research and write a 1500-word paper describing and reflecting on some aspect of pastoral care practiced by the church historically or currently (e.g., catechesis, visitation, exorcism and deliverance, spiritual warfare, intercession, care for widows and orphans, care for the sick and dying, marriage preparation or reparation, rescue of infants, the Parabalani, L'Arche Community, the sheltering of Jews in La Chambon Sur Lignon, etc.) (learning Outcomes 3-5).

**Due: Monday, March 12, by 11:55 PM**

**3<sup>rd</sup> Assignment (you can, if you choose, collaborate with up to 2 other students on this assignment):**

- a. Write a 2000-word paper exploring the theological & practical dimensions of a single aspect of spiritual care (grief & loss, marriage issues, gender issues, sexual issues, depression, addiction, mental health, spiritual direction, hospital visitation, care for vulnerable people, etc.). Show integration of lectures and reading (learning Outcomes 1-5).

**Due: Monday, April 9, by 11:55 PM**

**4<sup>th</sup> Assignment:**

- a. Write a 1-page (1.5 spacing, 12 pt. *New Times Colonist*, *Ariel* or *Garamond*) précis of **2** of the required textbooks (including supplemental books). This is strictly a summary of the book's thesis and how its contents argue the thesis; this is not a critique, an analysis, a reflection, or a response. **Must not exceed 1-page per book.**

**Or**

- b. Write a 3-4 page (1.5 spacing, 12 pt. *New Times Colonist*, *Ariel* or *Garamond*) summary, evaluation, and critique of **1** of the required texts.

**Due: Monday, February 26, by 11:55 PM**

**5<sup>th</sup> Assignment:**

Complete a Reading Log (see **Moodle** for template).

**Due: Monday, April 9, by 11:55 PM**

**Attendance:**

There is no grade for attendance. However, there is a deduction for unjustified absenteeism. The deductions are as follows:

- No deduction for missing up to 2 classes.
- 5% deduction off final grade for missing 3 classes.
- 15% deduction off final grade for missing 4 classes.
- 25% deduction off final grade for missing 5 classes.
- Automatic fail for missing more than 5 classes.

**NOTE: ALL ASSIGNMENTS FOR THIS COURSE ARE AUTOMATICALLY SUBJECTED TO AN ORIGINALITY ANALYSIS BY TURNITIN. FOR MORE INFORMATION, SEE [HTTP://TURNITIN.COM](http://turnitin.com)**

Please submit through **Moodle** an electronic copy in **Word** format on or before the due date (no later than midnight on due date).

**Format:**

All papers must:

- Be double-spaced (except for reading reports, which can use 1.5 spacing).
- Use *Times New Roman*, *Arial* or *Garamond* 12-point font.
- Be numbered.
- Cite sources properly. **NOTE:** The student can use his/her preferred style (e.g. Kate Turabian’s *A Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper.
- Use inclusive language. The student is encouraged to avoid the consistent use of masculine terminology in reference to people in general. For example, prefer using the terms “humanity” or “people” or “humankind” over the terms “man” or “mankind” when referring to the human race.
- Include a title page with you name, the course title, and the Instructor’s name.

**Late Policy:** Only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.) will the instructor grant an extension. **All requests for extension must be submitted to the instructor by email on or before the assignment’s due date.** Otherwise, any submissions received later than 11:55 PM on the due date will be deemed late and penalized at a 5% deduction per day. Any submission later than a week past the due date, unless negotiated with the instructor, will automatically receive an F. Also, please **NOTE** (in the syllabus header) the cut-off date for an end-of-term extension.

**Evaluation:**

<b>Assignment 1, a, b, c, or d (due Jan 29)</b>	<b>20%</b>
<b>Assignment 2, a, b, or c (due Mar 12)</b>	<b>25%</b>
<b>Assignment 3, a (due Apr 9)</b>	<b>30%</b>
<b>Assignment 4, a or b (due Feb 26)</b>	<b>15%</b>
<b>Assignment 5, Reading Log (due Apr 9)</b>	<b>10%</b>
<b>Attendance</b>	<b>No grade but deductions for absenteeism</b>

**Grade Summary:**

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Satisfactory
C	
C-	
D+	Minimal Pass
D	
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Select Bibliography:

- Bell, Roy. *The Five-Minute Conversation: Encouraging & Empowering through Brief Encounters*. Vancouver, BC: Regent College Publishing, 2003.
- Benner, David G. *Sacred Companions: The Gift of Spiritual Friendship & Direction*. Downers Grove, IL: IVP Books, 2002.
- Bernanos, Georges. *The Diary of a Country Priest: A Novel*. Philadelphia, PA: De Capo Press, 2002 (O. 1937).
- Bonhoeffer, Dietrich. *Life Together: The Classic Exploration of Christian Community*. San Francisco, CA: HarperOne, 1978 (O. 1945).
- Buchanan, Mark. *The Rest of God: Restoring Your Soul by Restoring Sabbath*. Nashville, TN: Thomas Nelson, 2004.
- \_\_\_\_\_. *Spiritual Rhythm: Being with Jesus Every Season of Your Soul*. Grand Rapids, MI: Zondervan, 2009.
- \_\_\_\_\_. *Things Unseen: Living in Light of Forever*. Colorado Springs, CO: Multnomah, 2002.
- Cook, Jerry. *Love, Acceptance & Forgiveness: Being Christian in a Non-Christian World*. Ventura, CA: Regal, 2009.
- Crabb, Larry. *Connecting: A Radical New Vision*. Nashville, TN: Word Publishing, 1997.
- \_\_\_\_\_. *Becoming a True Spiritual Community: A Profound Vision of What the Church Can Be*. (Also published as *The Safest Place on Earth: Where People Connect & are Forever Changed*). Nashville, TN: Thomas Nelson, 2007.
- De Vinck, Christopher. *The Power of the Powerless*. Grand Rapids, MI: Zondervan, 1988.
- Dobson, James. *When God Doesn't Make Sense*. Wheaton, IL: Tyndale House, 1993.
- Eclov, Lee. *Pastoral Graces: Reflection on the Care of Souls*. Chicago, IL: Moody publishers, 2012.
- Greene-McCreight, K. *Darkness is My Only Companion: A Christian Response to Mental Illness*. Grand Rapids, MI: Brazos Press, 2006.
- Hanson, David. *The Art of Pastoring: Ministry Without All the Answers*, Rev. Ed.. Downers Grove, IL: IVP Books, 2012.
- \_\_\_\_\_. *The Power of Loving Your Church: Leading through Acceptance & Grace*. Minneapolis, MN: Bethany House, 1998.
- Hallie, Philip. *Lest Innocent Blood Be Shed*.
- Hastings, Ross. *Where Do Broken Hearts Go? An Integrative, Participational Theology of Grief*. Eugene, OR: Wipf & Stock, 2016.
- Keller, Timothy. *The Meaning of Marriage: Facing the Complexities of Marriage with the Wisdom of God*. New York, NY: Dutton, 2011.
- Kozol, Jonathan. *Amazing Grace: the Lives of Children and the Conscience of a Nation*. New York, NY: Broadway Paperbacks, 1995.

- Lake, Neil. *The Caregivers: A Support Group's Stories of Slow Loss, Courage, and Love*. New York, NY: Simon & Schuster, 2014.
- Lane, Belden C. *The Solace of Fierce Landscapes: Exploring Desert & Mountain Spirituality*. New York, NY: Oxford University Press, 1998.
- Larkin, Nate. *Samson & The Pirate Monks: Calling Men to Authentic Brotherhood*. Nashville, TN: Thomas Nelson, 2006.
- Lawrenz, Mel. *Whole Church: Leading from Fragmentation to Engagement*. San Francisco, CA: Jossey-Bass, 2009.
- Lewis, C.S. *A Grief Observed*. New York, NY: Faber & Faber, 2012 (O. 1961).
- \_\_\_\_\_. *The Problem of Pain*. San Francisco, CA: HarperCollins, 2009 (O. 1940).
- Macchia, Stephen A. *Becoming a Healthy Church: Traits of a Vital Ministry*. Grand Rapids, MI: Baker Books, 1999.
- MacDonald, Gordon. *A Resilient Life: You Can Move Ahead No Matter What*. Nashville, TN: Thomas Nelson, 2004.
- Manning, Brennan. *The Ragamuffin Gospel: Good News for the Bedraggled, Beat-Up & Burnt-Out*. Colorado Springs, CO: Multnomah, 2005.
- Martin, Jim. *The Just Church: Becoming a Risk-Taking, Justice-Seeking, Disciple-Making Congregation*. Nashville, TN: Tyndale Momentum, 2012.
- Mason, Mike. *The Mystery of Marriage: Meditations on the Miracle*. Colorado Springs, CO: Multnomah, 2010.
- \_\_\_\_\_. *The Gospel According to Job: An Honest Look at Pain and Doubt from the Life of One Who Lost Everything*. Wheaton, IL: Crossway Books, 2002.
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York, NY: Crossroad, 1999.
- \_\_\_\_\_. *Life of the Beloved: Spiritual Living in a Secular World*. New York, NY: Crossroad, 2002.
- \_\_\_\_\_. *Out of Solitude: Three Meditations on the Christian Life*, 2<sup>nd</sup> Ed. New York, NY: Ave Maria Press, 2004.
- \_\_\_\_\_. *The Return of the Prodigal Son*. New York, NY: Image, 1994.
- \_\_\_\_\_. *The Wounded Healer: Ministry in Contemporary Society*. New York, NY: Image, 1979.
- Ortberg, John. *Love Beyond Reason: Moving God's Love from Your Head to Your Heart*. Grand Rapids, MI: Zondervan, 1998.
- Peck, M. Scott. *People of the Lie: The Hope for Healing Human Evil*. New York, NY: Simon & Schuster, Inc., 1983.
- Peterson, Eugene H. *The Pastor: A Memoir*. San Francisco, CA: HarperOne, 2011.
- Plantinga, Cornelius, Jr. *Not the Way It's Supposed to Be: A Breviary of Sin*. Grand Rapids, MI: Eerdmans, 1995.

- Pope Francis. *The Name of God is Mercy*. New York, NY: Random House, 2016.
- Ramshaw, Elaine. *Ritual and Pastoral Care*. Philadelphia, PA: Fortress Press, 1987.
- Scott, Susan. *Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time*. New York, NY: Berkley Books, 2004.
- St. John of the Cross. *Dark Night of the Soul*. Trans. by E. Allison Peers. New York, NY: Image, 1959.
- Scazzero, Peter. *The Emotionally Healthy Church: A Strategy for Discipleship the Actually Changes Lives*. Grand Rapids, MI: Zondervan, 2003.
- \_\_\_\_\_. *Emotionally Healthy Spirituality: Unleash a revolution in Your Life in Christ*. Grand Rapids, MI: Zondervan, 2006.
- Smith, James Bryan. *The Good & Beautiful Community: Following the Spirit, Extending Grace, Demonstrating Love*. Downers Grove, IL: IVP Books, 2010.
- Stevens, R. Paul. *Down-to-Earth Spirituality: Encountering God in the Ordinary, Boring Stuff of Life*. Downers Grove, IL: IVP Books, 2003.
- Taylor, Barbara Brown. *An Altar in the World: A Geography of Faith*. San Francisco, CA: HarperOne, 2009.
- Thomas, Gary. *Sacred Marriage: What if God Designed Marriage to Make Us Holy More than Make Us Happy?* Grand Rapids, MI: Zondervan, 2000.
- Tournier, Paul. *The Meaning of Persons*. San Francisco, CA: Harper & Row, 1957.
- Vanier, Jean. *Community & Growth*, 2<sup>nd</sup> Edition. New York, NY: Paulist Press, 1989.
- Vogel, Arthur A. *God, Prayer & Healing: Living with God in a World Like Ours*. Grand Rapids, MI: Eerdmans, 1995.
- Voskamp, Ann. *The Broken Way: A Daring Path into the Abundant Life*. Grand Rapids, MI: Zondervan, 2016.
- \_\_\_\_\_. *One Thousand Gifts: A Dare to Live Fully Right Where You Are*. Grand Rapids, MI: Zondervan, 2010.
- Williams, Margery. *The Velveteen Rabbit*. New York, NY: Doubleday, 1958.
- Willimon, William H. *Pastor: The Theology & Practice of Ordained Ministry*. Nashville, TN: Abingdon Press, 2002.
- Wolfteich, Claire E. *Lord, Have Mercy: Praying for Justice with Conviction & Humility*. San Francisco, CA: Jossey-Bass, 2006.
- Yaconelli, Michael. *Messy Spirituality: God's Annoying Love for Imperfect People*. Grand Rapids, MI: Zondervan, 2002.
- Yancey, Philip. *Where is God When it Hurts?* Grand Rapids, MI: Zondervan, 1997.
- Zacharias, Ravi. *Cries of the Heart: Bringing God Near when He Seems So Far*. Nashville, TN: Word, 1998.



**Select List of Recommended Movies** (NOTE: Language and content advisories for many movies):

*Away From Her*  
*A Christmas Carol*  
*The Descendants*  
*50/50*  
*Edward Scissorhands*  
*The Fundamentals of Caring*  
*Happy Tears*  
*Magnolia*  
*Million Dollar Baby*  
*Miss You Already*  
*Moonlight*  
*Ordinary People*  
*Pay it Forward*  
*The Railway Man*  
*The Savages*  
*Still Alice*  
*Silence*  
*Schindler's List*  
*The Snow Walker*  
*The Straight Story*  
*Theory of Everything*  
*Winter's Bone*  
*Where the Wilder People Are*



## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due

to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.