## The Pastoral Care of Children and Families

## IST2060

## Winter 2016, 8:30am to Noon

**Instructor: Rita Berglund, 303-523-7111, rita@illuminatedjourneys.com**

## Course Description

The pastoral care needs of children and their families are unique and multi-layered. The purpose of this course is to develop a spiritual, psychological, neurological and ethical understanding of the developmental of children and the practical skills needed for effective pastoral care. We will explore how the pastoral care of children relates to the pastoral care of the family in the midst of diverse cultural, socio-economic, religious and spiritual factors.

Exciting aspects that will be explored: (1) Neuroscience continues to provide new understanding into human development. How can understanding the developing brain help you to be more skillful with children? (2) Many of these neuroscience insights relate to ancient spiritual wisdom about religious training and spiritual development. How can spiritual development be skillfully supported through the experiences of trauma, loss, life transition, and social and familial pressures? (3) A child’s experience of bonding and attachment set a pattern for primary relationships. How do these patterns inform or not inform one’s relationship to a divine creator? (4) Our own developmental patterns construct the lenses through which we relate to others. How can understanding one’s own developmental story be critical to the level of pastoral skillfulness that creates authentic human contact and avoids boundary disturbances.

This course is for you if: (1) You desire to provide skillful pastoral care for children in a variety of pastoral settings. (2) You are willing to honestly explore your own developmental history in order to be increasingly self-aware, awake, and skillful in creating healthy relationships with children. (3) You respect the spiritual and developmental journey of children. (4) You understand the need to provide pastoral support in complex theological, social, medical and familial situations. (5) You wish be theologically, ethically and morally grounded in order to do no harm in traumatic and life-challenging situations involving children.

**Curricular Goals Central to this Course and Focused Objectives of this Course**

**By the conclusion of this course you will be able to**engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful pastoral and spiritual care practices, which may include preaching, teaching, administering,

with sensitivity to contextual realities and relationships.

**By the conclusion of this course you will be able to articulate and put into practice** (1) a complex interdisciplinary understanding of the development of children in familial and social contexts, (2) an engaged intercultural approach to pastoral and spiritual care of children in their families during life cycle transitions as well as crises, and demonstrate personal and professional competencies needed by effective caregivers of children and their families.

**By the conclusion of this course you will be able to**draw upon strategies for spiritual formation and self-care as spiritual caregivers of children, demonstrate an awareness of the importance of social location for self-understanding and professional presence, and enact self-aware and collaborative leadership as pastoral and spiritual caregivers of children, especially in situations involving abuse and neglect that require confidentiality and mandated legal obligations.

**Educational Methods**

Lectures Film

Small Group Discussions Interpersonal Exploration

Role Play Personal Reflection

Guest Speakers Field Trips

**Professional Confidentiality and Mandatory Reporting**

All students must agree to abide by professional confidentiality in all matters, which means that they will preserve anonymity by disguising the identity of cases when seeking consultation and case reporting.  Student disclosures to one another and to the professor will remain confidential, unless the law requires otherwise.  In all cases, students must be aware of the mandatory reporting laws of the state in which they provide professional care giving. If they are designated spiritual caregivers within their religious tradition, they need to also be aware of what their religious organization requires.  If students have reason to suspect or have first-hand knowledge of recent, current, or ongoing child abuse or neglect perpetrated on a child currently under the age of 18 years, elder abuse, sexual and domestic violence, or threats of homicide or suicide in any of the pastoral situations they use for fulfilling the requirements of this course they need to seek immediate consultation with supervisors, denominational leaders, and the professor of this course so that proper reporting procedures can be ascertained. We will work together to establish an appropriate pastoral relationship with all parties facing these crises.

State laws on mandatory reporting are available at [State Laws on Mandatory Clergy Reporting](http://www.childwelfare.gov/systemwide/laws_policies/statutes/clergymandated.cfm)  Colorado mandatory reporting requirements may be found at [Colorado Revised Statutes](http://www.michie.com/colorado/lpext.dll?f=templates&fn=main-h.htm&cp) 19-3-304, 1a, 2(aa, II, III); 13-90-107c**.**

**ADA**

Iliff engages in a collaborative effort with students with disabilities to reasonably accommodate student needs.  Students are encouraged to contact their assigned advisor to initiate the process of requesting accommodations.  The advising center can be contacted at [advising@iliff.edu](mailto:advising@iliff.edu) or by phone at 303.765.1146.

**Policies on Academic Integrity**

The School’s policies on academic integrity, incompletes and pass/fail options are found in the *Masters Student Handbook.*

**Contacting Instructor**

To contact, email: [rita@illuminatedjourneys.com](mailto:rita@illuminatedjourneys.com). I am willing to arrange times to meet before or after class. You can also call to set up an appointment at my office in Centennial. My phone is: 303-523-7111.

**Course Requirements**

1. Attendance and engaged participation is essential. Students are expected to enrich the learning experiences of each of other by sharing out their unique life experience and knowledge.

2. A full verbatim of an experience with an unfamiliar child and parent of at least a 30 minute encounter. The verbatim must include a section regarding self-awareness and self-experiencing as well as reflection on the developmental and spiritual issues that are encountered. **Due: February 5th.**

3. A paper reflecting on the three books read. What is your take away from each of these books? What have you noticed that is helpful, unhelpful, and that may evocate further reading? **Due February 19th.** We will also have a class discussion related to these readings.

4. A Personal Developmental Notebook and reflection paper incorporating concepts from the class, will be **due March 4th**. The Personal Developmental Notebook is a three ring binder with dividers for each year of your life. Contents will include a diverse collection of information, writing, drawings, documents, photos and other items that refer to each particular developmental stage and formative events in your personal journey. The reflection is 10 to 12 pages that cover a theological and spiritual approach to the pastoral care of children with regard to developmental psychological factors and regard to ones’ own developmental self awareness and spiritual practice.

**NOTE:**

With the exception of the Personal Development Notebook, papers may be submitted via email to: [rita@illuminatedjourneys.com](mailto:rita@illuminatedjourneys.com) Please save your paper as a word document titled: last name, class name, paper title. For example: Berglund, Pastoral Care of Children, Book Review.

All papers are due by class time. Late papers will be given reduced grades.

**REQUIRED READING:** Both are available by audio or kindle. For the Solomon book you will pick out three chapters to read, you will not be required to read the entire book unless you so desire.

Miller, L., (2015). The Spiritual Child. New York, NY: St. Martin’s Press. ISBN: 978-1- 250-03292-8

Solomon, A., (2012). *Far From the Tree, Parents, Children, and the Search for Identity*. New York, NY: Scribner. ISBN:0743236726

**Additional READING, Students choose one of their preference:**

Arzola, F., (2008). Toward a Prophetic Youth Minstry: Theory and Praxis in Urban Context. Downers Grove, IL: InterVarsity Press. ISBN: 978-0-8308-2802

Berryman, J., (1991). *Godly Play: a Way of Religious Education*. New York, NY: Harper Collins Publishing. ISBN: 0806627859

Berryman, J., (2013). The Spiritual Guidance of Children, Montessori, Godly Play, and the Future. New York, NY: Morehouse Publishing. ISBN-13: 978-0-8192-2840-6

Dawn, M., (1997). *Is It A Lost Cause? Having the Heart of God for the Church’s Children. Grand Rapids, MI:* Eerdmans Publishing. ISBN: 0-8028-4373-5

Greenland, S., (2010). The Mindful Child. New York, NY: Free Press. ISBN: 978-1-4165-8300-4

Grossoehme, D., Koenig, H., (1999). *The Pastoral Care of Children*. Binghamton, NY: The Haworth Press. ISBN-13: 978-0789006042

Jacober, A., (2011). The Adolescent Journey: An Interdisciplinary Approach to Practical Youth Ministry. Downers Grove, IL: Intervarsity Press. ISBM: 978-0-8308-3418-1

Jenkins, P., (1995). Nurturing Spirituality in Children. Hillsboro, OR: Beyond Words Publishing. ISBN: 1-885223-23-4

Karen, R., (1994). Becoming Attached, First Relationships and How They Shape Our Capacity to Love. New York: NY Oxford University Press. ISBN: 978-0-19-511501-7

Koenig, H., Friesen, M., (2000). *Spiritual Care for Children Living in Specialized Settings: Breathing Underwater*. Binghamton, NY: The Haworth Press. ISBN-13: 978-0789006301

Muller, W., (1992). *Legacy of the Heart: The Spiritual Advantages of a Painful Childhood*. New York, NY: Fireside. ISBN: 1-62071-025-0

Painton, M., (2007). *Encouraging Your Child’s Spiritual Intelligence*. New York, NY: Atria Books. ISBN: 1582701490

Parrott, L., (2009). Helping the Struggling Adolescent: A Guide to Thirty-Six Common Problems for Counselors, Pastors, and Youth Workers. Grand Rapids, MI: Zondervan. ISBN: 0-310-23407-7

Requarth, M., (2006). *After a Parent’s Suicide: Helping Children Heal*. Sabastopool, CA: Healing Hearts Press. ISBN-13: 978-0977746804

Saltzman, A., (2014). A Still Quiet Place, A mindfulness Program for Teaching Children and Adolescents to Ease Stress and Difficult Emotions. Oakland, CA; New Harbinger Publications. ISBN: 978-1-60882-757-2

Shapiro, S., White, C., (2014) Mindful Discipline. Oakland, CA: New Harbinger Publications. ISBN: 9781608828845

Siegel, D., Bryson, T., (2011). *The Whole Brain Child*. New York, NY: Random House. ISBN: 978-0-553-90725-4

Smith, C., Denton, M., (2005). Soul Searching: The Religious and Spiritual Lives of American Teenagers. Oxford, NY: Oxford University Press. ISBN: 978-0-19-538477-2

Stonehouse, C. (1998). *Joining Children on the Spiritual Journey: Nurturing a Life of Faith.* Grand Rapids, MI: Baker Books.ISBN:0801058074

Weaver, R., (2002). *Counseling Families Across Stages of Life: A Handbook for Pastors and Other Helping Professionals.* Nashville, TN, Abingdon Press. ISBN:0687084156

Wink, W., (1999). Homosexuality and Christian Faith: Questions of Conscience for the Church. Minneapolis, MN: Augsberg Fortress. ISBN: 0-8006-3186-2

**Children’s Books for additional resources:**

Berglund, R., *An Alphabet Book About Kids with Cancer.*

Buscaglia, L., *The Fall of Freddie the Leaf, A Story of Life for All Ages.*

The Children of America, *The 11th Commandment.*

Eldon, K., *Angel Catcher: A Journal of Loss and Remembrance.*

Eldon, K., *Angle Catcher for Kids: A Journal to Help You Remember the Person You Loved* *Who Died.*

De Paola, T., *The Song of Francis.*

The Dougy Center, *After a Suicide: A Workbook for Grieving Kids.*

Hennessy, B.G., *My Book of Thanks.*

Killodavis, C*., Princess Boy* (about a transgender child)

Labelle, S., *A Girl Like Any Other* (about a transgender child)

Levins, S., Langdo, B. *Was it the Chocolate Pudding?: A Story for Little Kids About Divorce.* Lucado, M., *You Are Special.*

McGee, M., *While Angels Watch.*

Muth, J., *Zen Shorts*

Nelson, J., *Families Change: A Book for Children Experiencing Termination of Parental Rights.*

Silver, G., *Anh’s Anger.*

Schweibert, P. *Tear Soup.*

Traisman, E. S., *Fire in My Heart, Ice in My Veins: A Journal for Teenagers Experiencing a Loss.*

Wood, D., *Old Turtle.*

**The Pastoral Care of Children and Families**

**Course Outline 2014**

January 8th, Class 1: In the beginning, Pastoral Care during pregnancy, does it matter? The birthing experience, is this the blue print of spiritual processes? How does current research on Bonding and Attachment relate to spiritual development and pastoral care?

January 15th, Class 2: We will explore Early Development, 0 to 18 months, with a look at Comparative Developmental Models and their applicability to Pastoral Care. Introductory consideration will also be given to issues of fertility and loss, adoption, child care and family stressors.

January 22rd, Class 3: We will explore toddler-hood, 18 to 36 months, including - what is the spiritual role of the church nursery? Is pastoral care relevant with children who are hidden away in other parts of the church building? How are boundary, contact, and family relational skills developed and played out in the church ‘tribe’?

January 29th, Class 4: The opportunities of early Childhood, 3 to 6 years, expand in form and function, how does pastoral care relate here? How does the role of Sunday school match up with developmental and spiritual needs? What is the impact on children experiencing abuse, trauma, school failure and family losses?

February 5th, Class 5: We will look at late Childhood, 7 to 11 and welcome guest speaker, Kim McPherson from St. John Episcopal Church who will introduce Godly Play. **Assignment Due: A full verbatim of an experience with a child of at least a 30 minute encounter. The verbatim must also include a section regarding self-awareness and self-experiencing.**

February 12th, Class 6: Middle School and High School, pastoral care to youth. Guest Speaker, Rev. Morgan Caruthers, Calvary Baptist Church. Children and the role of Social Services. How to network with other support and referral agencies.

February 19th, Class 7: Children and experiences of pastoral care during worship. The role of children in the church community and the role of the community in rites of passage. Class discussion on books. **Assignment Due: A paper reflecting on the three books read. What is your take away from each of these books? What have you noticed that is helpful, unhelpful, and that may evocate further reading?**

February 26th, Class 8: Pastoral Care to Children in the hospital setting. Field trip to The Children’s Hospital to meet with Rev. Josh Whistler, chaplain.

March 4th, Class 9: Neurobiology and the integration of trauma and grief. **Assignment Due: Personal Development Notebook and reflection paper.**

March 11th, Class 10: The interface between your personal story and your approach to relating to children and families. What will be the barriers in your ministry to children, what will be your unique gifts and strengths. Sharing of personal developmental insights.