**IST 2012 Introduction to Pastoral Theology and Care**

Fall Quarter, 2016

Iliff School of Theology

Wednesdays, 6:00-9:30 PM

Instructor: Rev. Ruben Arjona

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Office hours: by appointment

**Course Description**

An introduction to theories of care, counseling, and psychotherapy in relation to theories of humanity and personhood. Special attention will be given to theological, psychological and ethical perspectives.

This course encourages students to examine their sense of self and vocational identity in relation to their personal and collective experiences and locations. The course offers a variety of theological and psychological perspectives and tools to help students develop confidence in responding to various circumstances of pastoral care and counseling in the context of parish ministry and other institutional settings. Various topics include loss and grief, behavioral addictions, premarital and marriage counseling, and the minister’s sexuality.

**Learning Goals:** Students who complete this course will be able to:

1. Articulate their understanding of pastoral theology and care and identify and assess their own gifts, strengths, and growing edges for pastoral ministry.
2. Listen empathically to those in need of pastoral care and respond to their concrete situations in a contextually sensitive way.
3. Demonstrate an ability to reflect on how the core dynamics and patterns of their own family of origin may affect the larger system of their congregation or workplace.
4. Demonstrate working knowledge of the systemic dimension of pastoral theology and care.
5. Locate their own particular scholarly and practical interests within the field of pastoral theology and care.

**Class Attendance and Participation**

* Class attendance is essential for the success of the student and the course. If you need to miss a class, please inform the instructor by email. No more than two excused absences will be permitted.
* Students are expected to do the assigned reading and come to class with questions and insights to enrich our discussion of the class materials.

**Book List**

*Required:*

Capps, Donald. *Giving Counsel: A Minister’s Guidebook.* St. Louis, MO: Chalice Press, 2001.

Culbertson, Philip. *Caring for God’s People: Counseling and Christian Wholeness.* Minneapolis, MN: Fortress Press, 2000.

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach.* Revised and expanded edition. Louisville, KY: Westminster John Knox Press, 2015.

*Recommended:*

Dykstra, Robert C., ed. *Images of Pastoral Care: Classic Readings.* St. Louis, MO: Chalice Press, 2005.

Kujawa-Holbrook, Sheryl A. and Karen B. Montagno, eds. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care.* Minneapolis, MN: Fortress Press, 2009.

*Additional readings on Canvas:*

Anderson, Herbert. “Between Rhetoric and Reality: Women and Men as Equal Partners in Home, Church, and the Marketplace.” In Mutuality Matters: Family, Faith, and Just Love, edited by Herbert Anderson, 67–82. Lanham, MD: Rowman & Littlefield Publishers, 2004.

Arjona, Rubén. “William James and the Varieties of Religious and Drinking Experience: The Case of Pablo Ávila.” Pastoral Psychology 64, no. 5 (May 22, 2015): 553–66.

Butler, Lee H Jr. “I Want Pastor to Visit Me: The Pastoral Role within African American Pastoral Care.” American Baptist Quarterly 23, no. 2 (June 2004): 194–204.

Capps, Donald. “What Good Is Humor?” In Laughter Ever after: Ministry of Good Humor, 1– 21. St. Louis, Mo: Chalice Press, 2008.

De La Torre, Miguel A. “Pastoral Care from the Latina/o Margins.” In Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care, edited by Sheryl A. Kujawa- Holbrook and Karen Brown Montagno, 59–72. Minneapolis, MN: Fortress Press, 2009.

Dykstra, Robert C. “Finding Language for What Matters Most: Hosting Conversations about Sexuality in Pastoral Counseling.” Pastoral Psychology 64, no. 5 (May 27, 2015): 663– 80.

Graham, Larry Kent. “The Role of Straight Allies in the Pastoral Care of Lesbians and Gays.” In Out of the Shadows into the Light: Christianity and Homosexuality, edited by Miguel A. De La Torre, 104–20. St. Louis, MO: Chalice Press, 2009.

Hunsinger, Deborah van Deusen. “Keeping an Open Heart in Troubled Times: Self-Empathy as a Christian Spiritual Practice.” In Bearing the Unbearable: Trauma, Gospel, and Pastoral Care, 70–82. Grand Rapids MI: William B. Eerdmans Pub. Company, 2015.

Kelley, Melissa M. “Contemporary Topics on Grief.” In Grief: Contemporary Theory and the Practice of Ministry, 11–29. Minneapolis, MN: Fortress Press, 2010.

Kim, Simone Sunghae. “Individualism and Collectivism: Implications for Women.” Pastoral Psychology 58, no. 5–6 (December 2009): 563–78.

Kornfeld, Margaret Zipse. “Tending Yourself.” In Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities, 281–305. New York: Continuum, 1998.

Lartey, Emmanuel Yartekwei, and Emmanuel Yartekwei Lartey. “Liberation as Pastoral Praxis.” In In Living Color: An Intercultural Approach to Pastoral Care and Counseling, 2nd ed., 113–39. London: Jessica Kingsley Publishers, 2003.

Marshall, Joretta L. “Sexual Identity and Pastoral Concerns: Caring with Women Who Are Developing Lesbian Identities.” In Through the Eyes of Women: Insights for Pastoral Care, edited by Jeanne Stevenson Moessner, 143–66. Minneapolis: Fortress Press, 1996.

Medeiros, Christopher. “Pastoral Care and Gay Men: The Amazing True Story of the Life

And Death of One Good Man.” In Injustice and the Care of Souls, 253-61.

Millspaugh, Sarah Gibb. “Pastoral Care with Transgender People.” In Injustice and the Care of Souls, 227-36.

Neuger, Christie Cozad. “Narratives of Harm: Setting the Developmental Context for Intimate Violence.” In In Her Own Time: Women and Developmental Issues in Pastoral Care, edited by Jeanne Stevenson Moessner, 65–86. Minneapolis, MN: Fortress Press, 2000.

Rosenberg, Kenneth Paul, and Laura Curtiss Feder. “An Introduction to Behavioral Addictions.” In Behavioral Addictions: Criteria, Evidence, and Treatment, 1–17. San Diego, CA: Academic Press, 2014.

Wixson, Joel Glenn. “Addiction, Power, and the Question of Powerlessness.” In Injustice and the Care of Souls, 153-72.

**Grading**

|  |  |
| --- | --- |
| Attendance and participation | 10% |
| Genogram (interview, diagram, and individual reflection paper) | 35% |
| Critical integrative papers (two) | 20% |
| Class presentation | 25% |
| Class leadership | 10% |
| Total | 100% |

**Assignment Descriptions**

**Genogram** (interview, diagram, and individual reflection paper)

1. Interview another member of the class for at least 90 minutes. Listen attentively and diagram your partner’s family of origin. Set up a further appointment in which the roles will be reversed (the interviewer in the first session will be interviewed).
2. Based on your insights and those offered by your partner, draw a clear and legible copy of your own genogram. **(11 points total)**
3. Write an individual reflection paper on what you learned from this exercise, answering the following questions:

**(8 to 12 double-spaced pages, 12-point font)**

A. What were some of the most significant insights that came to you as you told your family’s story? What are some intergenerational patterns that seem to be present in your family? Did you notice gaps in your knowledge? What significance might these gaps have? **(6 points)**

B. How has your broader context (culture, ethnicity, geographical location, class, religion, denomination, homophobia, etc.) affected your family functioning or the roles taken in your family? **(6 points)**

C. What was your role in your family? How might the relational dynamics in your family influence how you offer congregational and pastoral care? What strengths or “red-flags” can you see in your genogram that might affect your pastoral or leadership identity? **(6 points)**

D. Is there a theological, spiritual, and/or scriptural theme that comes to mind when you consider the story of your family of origin? After reflecting in your genogram, what, if any, steps would you like to take vis-a-vis your family? **(6 points)**

**Genogram Diagram Rubric**

|  |  |
| --- | --- |
| 0-3 | Neatness, readability |
| 0-4 | Accuracy of diagram |
| 0-4 | Relational and factual data |
| 0-11 | Total |

**Genogram Reflection Paper Rubric (6 points possible per section)**

|  |  |
| --- | --- |
| 6 | Clear communication of ideas. Shows creativity and depth of insight. Makes relevant connections with assigned readings. Grammatical precision and spelling accuracy. |
| 4-5 | Shows some creativity and flashes of insight. Some reference to assigned readings. A few mechanical errors that do not inhibit readability and comprehension. |
| 2-3 | Demonstrates basic grasp of the material. Few references to the reading. Mechanical errors that detract from readability and comprehension. |
| 0-1 | Shows little or no insight into self and family of origin. Little or no evidence of having done the reading. Many errors and incoherencies that detract from readability and comprehension. |

**Critical Integrative Papers**

Submit **two** integrative papers based on the assigned readings for any of the nine class sessions. These papers should be approximately two double-spaced pages in length. Use 1 inch margins and 12-point font.

An integrative paper should reflect your critical interaction with the readings and the themes of the corresponding class session in relation to your own present sense of vocation and in relation to any familial, ecclesiastical, relational, sexual, or other concerns.

The paper should demonstrate comprehension of the authors’ viewpoints and place frequent page references to their works in parentheses throughout (internal references are sufficient). Example:

In *Giving Counsel*, Capps points out that “the most useful models for ministry via counseling have been the systemic and the psychodynamic approaches” (7).

In addition to referring to the authors’ viewpoints, make sure you reflect on where you stand relative to the authors’ positions, including: areas of agreement and disagreement, questions about arguments that may be unclear or confusing, implications for your life and sense of vocation, and implications for pastoral care and counseling.

Please make sure you carefully proofread your papers before submitting them. Papers will be due at the *beginning* of the class hour.

Critical Integrative Paper Rubric

|  |  |
| --- | --- |
| 0-2 | *Mechanics and proofreading*  Demonstrates attention to grammatical precision and spelling accuracy. |
| 0-4 | *Comprehension of the authors’ viewpoints*  Demonstrates knowledge of the assigned readings. Includes references to the authors’ works. |
| 0-4 | *Critical interaction*  Demonstrates the ability to critically reflect on the authors’ viewpoints and integrate them with their personal and vocational concerns. |
| 0-10 | Total |

**Class Presentation**

Prepare a 20-25 minute presentation on any topic of interest to you within the field of pastoral theology and care. You may choose to focus on a particular population and/or an specific theme or issue (see the attached bibliography for ideas). For this assignment you may work individually or with a partner.

Prepare a two page handout to distribute in class. You may include a summary of the issue, practical guidelines, a list of references (websites, articles, books, etc.). Creativity for the presentation and the handout is encouraged.

**Class Leadership**

Each student will be responsible for initiating the discussion of the assigned reading for one class. In preparation for the discussion, send a single page of questions and comments (related to the assigned readings) to each member of the class by Tuesday at 6:00 PM. Before initiating the discussion of the day, please prepare a 5 minute devotional reading (you may use a reading from the biblical text, a prayer, a poem, or any other material that might help us prepare for class).

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| ***Date*** | ***Topic and Required Readings*** | ***Assignments*** |
| 09/14 | **The Caregiver: Identity and Self-Reflexivity**  Doehring, Introduction and ch. 1  Dykstra, Introduction and chs. 1, 3, 7, 11, and 18. |  |
| 9/21 | **Listening Skills**  Doehring, ch. 2-3; Capps, chs. 1-2 |  |
| 9/28 | **Family Systems Theory/Genograms**  Culbertson, ch. 1; Capps. ch. 3-4; Doehring, ch. 7 |  |
| 10/5 | **Community and Liberation in Pastoral Care**  Butler, “I Want Pastor to Visit Me: The Pastoral Role Within African American Pastoral Care”; De La Torre, “Pastoral Care From the Latina/o Margins”; Kim, “Individualism and Collectivism: Implications for Women”; Lartey, “Liberation as Pastoral Praxis” |  |
| 10/12 | **Grief and Loss**  Doehring, ch. 6, pp. 117-141; Culbertson, ch. 8; Kelley, Introduction and chapter 1, “Contemporary Topics on Grief” |  |
| 10/19 | **Addictions and Related Disorders**  Doehring, ch. 6, pp. 141-153; Rosenberg & Feder, “An Introduction to Behavioral Addictions”; Wixson, “Addiction, Power, and the Question of Powerlessness”; Arjona, “William James and The Varieties of Religious and Drinking Experience: The Case of Pablo Ávila” | Presentations |
| 10/26 | **Pastoral Care with Couples / Domestic Abuse**  Culbertson, chs. 5-6  Neuger, “Narratives of Harm: Setting the Developmental Context for Intimate Violence”; Anderson, “Between Rhetoric and Reality: Women and Men as Equal Partners in Home, Church, and the Marketplace” | Genogram and reflection paper due  Presentations |
| 11/2 | **The Caregiver’s Sexuality**  Doehring, ch. 4; Capps, ch. 5 and Epilogue; Culbertson, ch. 10 | Presentations |
| 11/9 | **Pastoral Care with LGBT People**  Culbertson, ch. 7; Millspaugh, “Pastoral Care with Transgender People”; Medeiros, “Pastoral Care and Gay Men: The Amazing True Story of the Life and Death of One Good Man”; Marshall, “Sexual Identity and Pastoral Concerns: Caring with Women Who Are Developing Lesbian Identities”; Graham, The Role of Straight Allies in the Pastoral Care of Lesbians and Gays”; Dykstra, “Finding Language for What Matters Most: Hosting Conversations about Sexuality in Pastoral Counseling” | Presentations |
| 11/16 | **Self Care, Compassion and Humor**  Doehring, ch. 8; Kornfeld, “Tending Yourself”; Hunsinger, “Keeping an Open Heart in Troubled Times: Self-Empathy as a Christian Spiritual Practice”; Capps, *Laughter Ever After,* Preface and Chapter 1 | Presentations |

**Policies and Services**

***Degree Learning Goals:*** Please take some time to look over the [Professional Degree Learning Goals (Links to an external site.)](https://iliff.bloomfire.com/posts/893277) (MDiv, MASC, MAPSC) and the [Academic Degree Learning Goals (Links to an external site.)](https://iliff.bloomfire.com/posts/935381)(MTS, MA).

***Incompletes*:** If incompletes are allowed in this course, see the [Master's Student Handbook (Links to an external site.)](https://my.iliff.edu/ICS/Portal_Homepage.jnz?portlet=Student_Handbooks) for Policies and Procedures.

***Pass/Fail:*** Masters students wishing to take the class pass/fail should discuss this with the instructor by the second class session.

***Academic Integrity and Community Covenant:*** All students are expected to abide by Iliff’s statement on Academic Integrity, as published in the [Masters Student Handbook (Links to an external site.)](https://my.iliff.edu/ICS/Portal_Homepage.jnz?portlet=Student_Handbooks), or the Joint PhD Statement on Academic Honesty, as published in the [Joint PhD Student Handbook (Links to an external site.)](http://www.du.edu/duiliffjoint/Handbooks.html), as appropriate. All participants in this class are expected to be familiar with [Iliff’s Community Covenant (Links to an external site.)](http://www.iliff.edu/index/learn/the-iliff-experience/community-covenant/).

***Accommodations*:** 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 or by phone at 303-765-1146.

***Writing Lab:*** Grammar and organization are important for all written assignments. Additional help is available from the [Iliff Writing Lab (Links to an external site.)](http://writing.iliff.edu/), which is available for students of any level who need help beginning an assignment, organizing thoughts, or reviewing a final draft.

***Inclusive Language:*** It is expected that all course participants will use inclusive language in speaking and writing, and will use terms that do not create barriers to classroom community.

**Professional Confidentiality & 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 caregiving. 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 spiritual 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 (Links to an external site.) (Links to an external site.)](http://www.childwelfare.gov/systemwide/laws_policies/statutes/clergymandated.cfm) Colorado mandatory reporting requirements may be found at [Colorado Revised Statutes (Links to an external site.) (Links to an external site.)](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.

***Disclaimer:*** The course syllabus and schedule are subject to change at the discretion of the instructor.