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

Winter Quarter, 2017 (online)

Iliff School of Theology

*Instructor:* Rev. Ruben Arjona

[rarjona@iliff.edu](mailto:rarjona@iliff.edu)

Office hours (I-111): by appointment

*Teaching assistant:* Shawn Fawson

[sfawson@iliff.edu](mailto:sfawson@iliff.edu)

**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, the care of couples, 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.

**Online and Pedagogical Resources**

We will use Canvas for online access to this course. If you need help with Canvas, please contact [helpdesk@iliff.edu](mailto:helpdesk@iliff.edu). For writing and research support, please contact [writing@iliff.edu](mailto:writing@iliff.edu). The Iliff Writing Lab offers a variety of resources, including face-to-face and online appointments.

**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.](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.

**Readings**

***Required books:***

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

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

Wolterstorff, Nicholas. Lament for a Son. Grand Rapids, MI: William B. Eerdmans, 1987.

Bidwell, Duane R. Empowering Couples: A Narrative Approach to Spiritual Care. Minneapolis, MN: Fortress Press, 2013.

***Recommended books:***

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

Gilbert, Roberta M. *The Eight Concepts of Bowen Theory.* Lake Frederick, VA: Leading Systems Press, 2006.

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.

Lartey, Emmanuel Y. In Living Color: An Intercultural Approach to Pastoral Care and Counseling. Second edition. London: Jessica Kingsley Publishers, 2003.

***Additional readings***(available on Canvas)*:*

Capps, Donald. “How to Manage Boundaries.” In *Giving Counsel: A Minister’s Guidebook.* St. Louis, MO: Chalice Press, 2001.

Dittes, James E. “Ministry as Grief Work.” In *Re-Calling Ministry*, 15-27. Eugene, OR: Wipf & Stock, 2010.

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.

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.

Justes, Emma J. “Introduction” and “Listening as Christian Hospitality.” In *Hearing Beyond the Words: How to Become a Listening Pastor*, xi-xxii and 1-20. Nashville, TN: Abingdon Press, 2006.

Kerr, Michael E. “One Family’s Story: A Primer on Bowen Theory.” Washington, DC: The Bowen Center for the Study of the Family, 2000. <http://www.thebowencenter.org/theory/>

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

Marshall, Joretta L. “Pro-active intercultural pastoral care and counseling with lesbian women and gay men.” *Pastoral Psychology*, *59*(4), 423–432.

Miller-McLemore, Bonnie J. “Sex and the Pastoral Life.” In *Professional Sexual Ethics: A Holistic Ministry Approach*, 227-237. Minneapolis, MN: Fortress Press, 2013.

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

**Grading**

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| --- | --- |
| Posting and Replying to Forum Discussions (Canvas) | 70% |
| Genogram Project  (interviews, diagram, paper) | 30% |
| Total | 100% |

**Genogram Assignment Description**

**Genogram** (interview, diagram, and individual reflection paper). For this project, you will be assigned a partner via Canvas. During gathering days (Feb. 8-11), you’ll be given time to meet with your partner to work on the first part of the project.

1. Interview your partner for 60-90 minutes. Listen attentively and diagram your partner’s family of origin (the purpose of this preliminary diagram is to help you understand your partner’s family of origin; this preliminary diagram won’t be graded). Set up a further appointment in which the roles will be reversed (the interviewer in the first session will now be interviewed). The main purpose of the interview is to listen attentively to your partner and help your partner develop new insights about his/her/their family of origin.
2. Based on your insights and those offered by your partner, draw a clear and legible copy of your own genogram. More details will be posted on Canvas. **(10 points total)**
3. Write an individual reflection paper **(8 to 10 double-spaced pages, 12-point font)** on what you learned from this exercise, answering the following questions:
4. 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? **(5 points)**
5. 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? **(5 points)**
6. What was your role in your family? How might the relational dynamics in yourfamily 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? **(5 points)**
7. 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? **(5 points)**

**Genogram Diagram Rubric**

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| --- | --- |
| 0-3 | Neatness, readability |
| 0-3 | Accuracy of diagram |
| 0-4 | Relational and factual data |
| 0-10 | Total |

**Genogram Reflection Paper Rubric (5 points possible per section)**

|  |  |
| --- | --- |
| 5 | Clear communication of ideas. Shows creativity and depth of insight. Makes relevant connections with assigned readings. Grammatical precision and spelling accuracy. |
| 3-4 | Shows some creativity and flashes of insight. Some reference to assigned readings. A few mechanical errors that do not inhibit readability and comprehension. |
| 2 | 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. |

**Class Schedule**

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| ***Week/Date*** | ***Topic & Readings*** | ***Assignments*** |
| Week 1  Jan. 9 | **Introductions**  Doehring, Introduction  Dykstra, Introduction | Post and response: 5% |
| Week 2  Jan. 16 | **The Caregiver: Identity and Self-Reflexivity**  Doehring, ch. 1  Dykstra, chs. 1-6  Optional reading: Arjona, “The Librarian As an Image of Pastoral Care” | Post and response: 10% |
| Week 3  Jan. 23 | **Listening Skills**  Doehring, chs. 2 and 3  Justes, Introduction and ch. 1  Dykstra, chapter 7 and 15 | Post and response: 10% |
| Week 4  Jan. 29 | **Grief and Loss**  Dittes, pp. 15-27  Doehring, ch. 6, pp. 117-129;  Wolterstorff (entire book) | Post and response: 10% |
| Week 5  Feb. 6 | **Family Systems Theory**  Doehring, ch. 7  Kerr (available online; read the introduction and the explanation of the eight concepts of Bowen Theory)  <http://www.thebowencenter.org/theory/>  <http://www.thebowencenter.org/theory/eight-concepts/>  Optional reading: Gilbert, *The Eight Concepts of Bowen Theory* | Post: 5% |
| Week 6  Feb. 13 | **Diagramming & Reflecting on Your Family Genogram**  (readings for this week will be announced at a later point) | Genogram reflection paper due February 18 |
| Week 7  Feb. 20 | **Pastoral Care with Couples**  Bidwell (entire book) | Post and response: 10% |
| Week 8  Feb. 27 | **The Caregiver’s Sexuality**  Doehring, ch 4;  Miller-McLemore, “Sex and the Pastoral Life”  Capps, “How to Manage Boundaries”  Dykstra, chs. 11 and 12 | Post: 5% |
| Week 9  March 6 | **Pastoral Care with LGBT Individuals**  Millspaugh, “Pastoral Care with Transgender People”; Marshall, “Pro-active intercultural pastoral care and counseling with lesbian women and gay men”; Dykstra, “Finding Language for What Matters Most: Hosting Conversations about Sexuality in Pastoral Counseling”  Dykstra, *Images* *of Pastoral Care*, chs. 13 and 14 | Post and response: 10% |
| Week 10  March 13 | **Self Care, Compassion and Hope**  Doehring, ch. 8; Kornfeld, “Tending Yourself”; Hunsinger, “Keeping an Open Heart in Troubled Times: Self-Empathy as a Christian Spiritual Practice”; Dykstra, chs. 8-10, 16-19 | Post: 5% |