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

Spring Quarter 2019 (hybrid)

Iliff School of Theology

*Instructor:* Rev. Dr. Rubén Arjona

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

Office hours (I-404): 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 is an invitation to examine your sense of self and vocational identity in relation to your personal and collective experiences and locations. The course offers a variety of theological and psychological perspectives and tools to help you develop confidence in responding to various circumstances of pastoral care and counseling in the context of parish ministry and other institutional settings.

**Learning Goals:**

As a result of having taken this course, you will:

1. Articulate a working understanding of the nature and tasks of pastoral theology and care.
2. Demonstrate the ability to listen empathically to those in need of pastoral/spiritual care and respond to their concrete situations in a contextually sensitive way.
3. Demonstrate awareness of your own gifts, strengths, and growing edges for pastoral ministry.
4. Locate your own particular scholarly and practical interests within the field of pastoral theology and care.

**Degree Learning Goal**

Theology and Religious Practices (PR): engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationships (*Master’s Student Handbook*, 2016-2017, p. 5).

**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, C. (2015). *The Practice of Pastoral Care: A Postmodern Approach.* Revised and expanded edition. Louisville, KY: Westminster John Knox.

Wolterstorff, N. (1987). Lament for a Son. Grand Rapids, MI: William B. Eerdmans.

***Additional required readings***

(Available as pdf’s on Canvas\* or as e-books through Primo\*\*):

Arjona, R. (2018). “You Are My Friends: Pastoral Care with Young Mexican Men.” Pastoral Psychology, *67*, 743–757. \*

Capps, D. (2001). “Counseling in the Congregational Context.” In *Living Stories: Pastoral Counseling in Congregational Context,* pp. 1-22. Minneapolis, MN: Fortress Press. \*

Dykstra, R. C. (Ed.). (2005). *Images of Pastoral Care: Classic Readings.* St. Louis, MO: Chalice Press. \*\*

Gini, A. (2003). “Leisure and Culture: The Importance of Being Lazy” and “Sabbath as Metaphor.” In *The Importance of Being Lazy: In Praise of Play, Leisure, and Vacations,* pp. 27-42, 143-162. New York: Routledge. \*

Greenspan, M. (1996). “Out of Bounds.” In *Boundary Wars: Intimacy and Distance in Healing Relationships*, pp. 129-136. Cleveland, OH: Pilgrim Press. \*

Hunsinger, D. V. D. (2015). “Bearing the Unbearable: Trauma, Gospel, and Pastoral Care” and “Keeping an Open Heart in Troubled Times: Self-Empathy as a Christian Spiritual Practice.” In Bearing the Unbearable: Trauma, Gospel, and Pastoral Care, pp. 1-21, 70–82. Grand Rapids, MI: William B. Eerdmans. \*\*

Kort, J. (2018). “Trauma From Growing Up LGBTQ.” In *LGBTQ Clients in Therapy: Clinical Issues and Treatment Strategies*, pp. 75-102. New York: W. W. Norton. \*

Kundtz, D. J. and Schlager, B. S. (2019). “The Pastoral Care Relationship.” In *Ministry Among God’s Queer Folk: LGTBQ Pastoral Care*, 2nd ed., pp. 13-30. Eugene, OR: Wipf and Stock. \*\*

LaMothe, R. (2018). “Giving Counsel: Donald Capps’ Contributions to Pastoral Counseling.” *Journal of Religion and Health, 57*, 509-522.

Prinz, J. D. E. (2014). “*Who Am I? Nepantla, Mestizo, and Amphibolous:* Care Across Cultures.” In *The Bloomsbury Guide to Pastoral Care*, pp. 172-185. London: Bloomsbury. \*\*

Sanders, C. J. (2017). “A Brief Guide to Pastoral and Mentoring Relationships with LGBTQIA Youth.” In *A Brief Guide to Ministry with LGBTQIA Youth*, pp. 83-92. Louisville, KY: Westminster John Knox. \*\*

Tillich, P. (1984). “The Theology of Pastoral Care.” In *The Meaning of Health: Essays in Existentialism, Psychoanalysis, and Religion*, pp. 125-130. Chicago: Exploration. \*

Waters, S. (2019). “Addiction, Attachment, and Trauma.” In *Addiction and Pastoral Care,* pp. 57-82. Grand Rapids, MI: William B. Eerdmans. \*\*

**Grading**

|  |  |
| --- | --- |
| Weekly posts and responses  6x9=54 + 6 points for participation in Gathering Days | 60 points |
| Role play | 15 points |
| Final paper | 25 points |

**Grading Scale**

|  |  |
| --- | --- |
| A | 97-100 |
| A- | 93-96 |
| B+ | 89-92 |
| B | 85-88 |
| B- | 81-84 |
| C+ | 77-80 |
| C | 73-76 |
| C- | 69-72 |
| D+ | 65-68 |
| D | 61-64 |
| D- | 57-60 |
| F | 0-59 |

**Role Play Assignment Description**

Working in small groups during Gathering Days, students will prepare a role play which highlights key systemic issues (family systems, intercultural…) involved in a specific pastoral care situation.

As you prepare your role play, consider the following points:

1. Make the role play as realistic as possible. Research and adapt an existent case study or develop one based on a real-life situation.
2. Describe each of the characters (2 or 3), describe the case background, and formulate a goal for this particular counseling session.
3. Situate the pastoral care situation in the context of congregational ministry or some other context (hospital, prison, school).
4. Although the role play should include key issues for pastoral care, avoid complex scenarios that would be difficult to sort out within a one-hour class.
5. The role play description should be approximately one single-spaced page in length.

**Assessment:** A complete/incomplete grade will be assessed for the entire group.

**Final Paper Description**

An Integrative Personal Reflection Paper of approximately 6-7 double-spaced pages (Times New Roman or similar font). In this paper you will reflect on some of the class readings and materials (choose those that you found most personally significant) in relation to your current self-understanding as a pastoral/spiritual caregiver, experiences of loss/shame in earlier periods of your life, sexual and/or boundary experiences and concerns, relationships with family, friends, and mentors, or any other theme or experience that continues to influence your sense of call to ministry.

**Assessment**

|  |  |
| --- | --- |
| **Criteria** | **Points possible** |
| Student cited class readings and other class materials. The student demonstrated his/her/their understanding of some of the theories of pastoral care/pastoral theology covered in this course. Sources were cited in a recognizable and consistent academic format. | 10 |
| Student reflected introspectively and articulated with creativity and depth of insight his/her/their self-understanding as a pastoral/spiritual caregiver. | 10 |
| Student demonstrated attention to grammatical precision and spelling accuracy. Sporadic errors and typos did not hinder comprehension. | 5 |

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| ***Week/Date*** | ***Topic & Readings*** | ***Assignments*** |
| Week 1  March 25-29 | **Introductions**  Doehring, pp. xiii-xxviii  Dykstra, *Images of Pastoral Care*, pp. 1-14 | Post and Zoom conversation: 6 points |
| Week 2  April 1-5 | **Interculturality and Pastoral Care**  Doehring, ch. 1  Prinz, “*Who Am I? Nepantla, Mestizo and Amphibolous*: Care Across Cultures”  Dykstra, *Images of Pastoral Care,* ch. 19 | Post and response: 6 points |
| Week 3  April 8-12 | **Embodied Listening**  Doehring, chs. 2-3;  Dykstra, *Images,* ch. 7 | Post and response: 6 points |
| Week 4  April 15-19 | **The Caregiver as Interpreter of Stories**  Capps, “Counseling in the Congregational Context”  LaMothe, “Giving Counsel: Donald Capps’ Contributions to Pastoral Counseling”  Dykstra, *Images,* ch. 2 | Post and response: 6 points |
| Week 5  April 22-26 | **Boundaries & Intimacy in Caregiving Relationships**  Doehring, ch. 4;  Arjona, “You Are My Friends: Pastoral Care with Young Mexican Men”  Greenspan, “Out of Bounds”  Dykstra, *Images,* ch. 12 | Gathering Days: 6 points |
| Week 6  April 29-May 3 | **Theological Reflexivity**  Doehring, ch. 5  Tillich, “The Theology of Pastoral Care”  Dykstra, *Images,* ch. 13 | Post and response: 6 points |
| Week 7  May 6-10 | **Grief and Loss**  Doehring, ch. 6, pp. 117-129  Wolterstorff, entire book  Dykstra, *Image*s*,* ch. 11 | Post and response: 6 points |
| Week 8  May 13-17 | **Trauma and Pastoral Care**  Doehring, ch. 6, pp. 129-153  Hunsinger, “Bearing the Unbearable: Trauma, Gospel, and Pastoral Care”  Waters, “Addiction, Attachment, and Trauma” | Post and response: 6 points |
| Week 9  May 20-24 | **Pastoral Care with LGBTQ Individuals**  Kort, “Trauma From Growing Up LGBTQ”  Kundtz and Schlager, “The Pastoral Care Relationship”  Sanders, “A Brief Guide to Pastoral and Mentoring Relationships with LGBTQIA Youth” | Post and response: 6 points |
| Week 10  May 27-31 | **Self-Empathy and Sabbath**  Hunsinger, “Keeping an Open Heart in Troubled Times: Self-Empathy as a Christian Spiritual Practice”;  Gini, “Leisure and Culture” and “Sabbath as Metaphor”  Dykstra, *Image*s*,* ch. 6 | Post and response: 6 points  Final paper due Friday, May 31st |

**Policies and Services** (see the “Policies and Services” tab on Canvas).

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