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

Fall Quarter 2019 (residential)

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.

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

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. (2019). Erik H. Erikson’s Young Man Luther: A Classic Revisited, Again. Pastoral Psychology, published online, June 22, 2019.\*\*

Butler, L. H., Jr. (2014). Religion, Terror, and America: Pastoral Care in the 21st Century. *Pastoral Psychology,* *63,* 537-550.\*\*

Capps, D. (2001). Counseling in the Congregational Context. In *Living Stories: Pastoral Counseling in Congregational Context,* pp. 1-22. Minneapolis, MN: Fortress 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). Covert Cultural Sexual Abuse. In *LGBTQ Clients in Therapy: Clinical Issues and Treatment Strategies*, pp. 53-74. 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.\*

Lartey, E. Y. Introduction to Pastoral Care. In In Living Color: An Intercultural Approach to Pastoral Care and Counseling, 2nd ed., pp. 21-41. London: Jessica Kingsley Publishers, 2003.\*

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. \*\*

# Son, A. (2014). Jeong as the Paradigmatic Embodiment of Compassion (Hesed): A Critical Examination of Disparate and Dispostional Jeong. Pastoral Psychology, 63, 735-747.\*\*

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**

|  |  |
| --- | --- |
| Attendance and participation | 20 points |
| Integrative short paper | 20 points |
| Class leadership | 10 points |
| Role play | 20 points |
| Final paper | 30 points |

**Grading Scale**

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| --- | --- |
| 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 |

**Class Attendance.** 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.

**Participation.** Students are expected to do the assigned reading and come to class with questions and insights to enrich our discussion of the class materials.

**Assignment Descriptions:**

**Integrative Short Paper and Class Leadership.** Once in the quarter, each participant will take responsibility for initiating the discussion of the assigned reading(s).

In preparation for the discussion of the assigned readings, write an integrative paper of approximately 5 double-spaced pages (12-point font, one inch margins) in which you present some of the key issues and questions in response to the week’s reading(s).

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:

Capps (2001) points out that “the most useful models for ministry via counseling have been the systemic and the psychodynamic approaches” (p. 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.

On the day of your class leadership, you will first read your paper and then help us engage the material in a creative way. Please distribute a hard copy of your paper to the instructor and each class participant.

*Short paper assessment:*

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| --- | --- |
| 0-4 | *Mechanics and proofreading*  Demonstrates attention to grammatical precision and spelling accuracy. |
| 0-8 | *Comprehension of the authors’ viewpoints*  Demonstrates knowledge of the assigned readings. Includes references to the authors’ works. |
| 0-8 | *Critical interaction*  Demonstrates the ability to critically reflect on the authors’ viewpoints and integrate them with their personal and vocational concerns. |
| 0-20 | Total |

**Role Play**

Working in small groups, 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**

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:*

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| --- | --- |
| **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. | 12 |
| Student reflected introspectively and articulated with creativity and depth of insight his/her/their self-understanding as a pastoral/spiritual caregiver. | 12 |
| Student demonstrated attention to grammatical precision and spelling accuracy. Sporadic errors and typos did not hinder comprehension. | 6 |

**Class Schedule**

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| --- | --- | --- |
| ***Week/Date*** | ***Topic & Readings*** | ***Assignments*** |
| Week 1  September 12 | **Introductions**  Doehring, pp. xiii-xxviii  Dykstra, *Images of Pastoral Care*, pp. 1-14 |  |
| Week 2  September 19 | **Interculturality and Pastoral Care**  Doehring, ch. 1  Lartey, “Introduction to Pastoral Care”  Dykstra, *Images of Pastoral Care,* ch. 19 |  |
| Week 3  September 26 | **Embodied Listening**  Doehring, chs. 2-3;  Dykstra, *Images,* ch. 7 |  |
| Week 4  October 3 | **Boundaries & Intimacy in Caregiving Relationships**  Doehring, ch. 4;  Arjona, “Erik H. Erikson’s *Young Man Luther*: A Classic Revisited, Again” Son, “Jeong as the Paradigmatic Embodiment of Compassion (Hesed): A Critical Examination of Disparate and Dispostional Jeong”Dykstra, *Images,* ch. 12 |  |
| Week 5  October 10 | **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 | Gathering Days: We won’t meet in person this week.  Role plays due by the end of the week. |
| Week 6  October 17 | **Theological Reflexivity**  Doehring, ch. 5  Tillich, “The Theology of Pastoral Care”  Dykstra, *Images,* ch. 13 |  |
| Week 7  October 24 | **Grief and Loss**  Doehring, ch. 6, pp. 117-129  Wolterstorff, entire book  Dykstra, *Image*s*,* ch. 11 |  |
| Week 8  October 31 | **Trauma and Pastoral Care**  Doehring, ch. 6, pp. 129-153  Hunsinger, “Bearing the Unbearable: Trauma, Gospel, and Pastoral Care”  Waters, “Addiction, Attachment, and Trauma” |  |
| Week 9  November 7 | **Pastoral Care with LGBTQ Individuals**  Kort, “Covert Cultural Sexual Abuse”  Kundtz and Schlager, “The Pastoral Care Relationship”  Sanders, “A Brief Guide to Pastoral and Mentoring Relationships with LGBTQIA Youth” |  |
| Week 10  November 14 | **Pastoral Care in an Age of Terror**  Hunsinger, “Keeping an Open Heart in Troubled Times: Self-Empathy as a Christian Spiritual Practice”; Butler, “Religion, Terror, and America: Pastoral Care in the 21st Century” Dykstra, *Image*s*,* ch. 6 | Final paper due Friday, November 15. |

**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.