



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

PTH 550—Pastoral Care and Counseling (MVNU) Spring 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

All standard courses at NTS span a 14-week period from the beginning of coursework to the completion of coursework. This course commences on Monday, February 7, 2011, and finishes on Friday, May 6, 2011, with intensive class sessions held on Monday, March 21, 1-5 PM; Tuesday, March 22 - Thursday, March 24 8 AM - 5 PM; Friday, March 25, 8 AM - noon, on the MVNU campus.

Instructor Information

Professor: Judith Schwanz, PhD
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Office Hours: by appointment

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Catalog Description

A study of the various counseling issues and approaches involved in pastoral ministry utilizing both the historic Christian sources on care of souls and contemporary understandings of personality problems and the counseling process.

Course Narrative & Rationale

Within the Christian community, all pastors are called upon to provide pastoral care and to model what has been called “the cure of souls.” Studies have also shown that in times of crisis, the majority of people turn to their spiritual leader *first* for counsel. Christian leaders have an incredible opportunity to participate with God in healing and helping a world full of hurting people.

This course provides an overview of three key approaches to providing care and counseling: basic listening skills, family systems theory, and a solution-focused counseling model. From these foundations, students are encouraged to begin to develop a style and philosophy of helping others that is uniquely suited to their gifts and strengths. This course also provides a basic understanding of, and resources to help in, various crises, both developmental and situational.

Course Outcomes

At the conclusion of this course, the student will:

1. be able to delineate the place counseling has in pastoral care. [PRP]
2. be able to articulate the need for and nature of pastoral counseling. [skill-building, final exam]
3. be able to define the uniqueness of pastoral counseling as a helping discipline. [PRP]
4. identify and demonstrate in his/her own life the qualities needed for effective counseling [skill-building, RPC, Generation to Generation paper, final exam]
5. demonstrate basic listening skills and techniques of counseling. [skill-building, RPC]
6. begin to develop his/her own appropriate Christian philosophy and style of counseling. [PRP]
7. apply course learning to his/her own life experiences. [Generation to Generation reflection paper, skill-building]

Church of the Nazarene COSAC Competencies

CP 14 - Ability to appropriately express pastoral care & concern for individuals & families in crises, passages, & the normal routines of life

CP 15 - Ability to offer spiritual counseling & to discern for referral counseling needs beyond the minister's ability

CP 16 - Ability to apply the knowledge of basic counseling gained from historic Christian & appropriate contemporary models

CH 3 - Ability to teach & model sexual purity

Required Texts & Course Materials

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

Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York: Guilford Press, 1985.

Kollar, Charles A. *Solution-Focused Pastoral Counseling: An Effective Short-Term Approach for Getting People Back on Track*. Grand Rapids: Zondervan, 1997.

Savage, John. *Listening and Caring Skills in Ministry: A Guide for Pastors, Counselors, and Small Group Leaders*. Nashville: Abingdon, 1996.

Course Outline

- I. Basic Listening Skills (Savage text) and models of pastoral care (Dykstra text) provide an overarching umbrella for the course
- II. Family Systems Theory (Friedman text) and developmental crises
 - a. Grief

- b. The congregation as family
 - c. Clergy families
 - d. Premarital and marital counseling
 - e. Divorce
 - f. Parenting
- III. Solution-focused Counseling (Kollar text) and situational crises
- a. Theological resources in counseling
 - b. Ethics/power/boundaries
 - c. Referral
 - d. Trauma/abuse/depression
 - e. Addictions
 - f. Mental illness
 - g. Hospitalizations

Course Assignments & Requirements

Pre-module Assignments

1. Text reading - to be prepared for in-class discussion and activities, the student should read *all* texts according to the course calendar.
2. Generation to Generation reaction paper - 4-5 page paper in which the student reflects on how Friedman's view of the church as a system applies to the student's life experience thus far. This paper is not intended to be a book review, but to demonstrate the student's understanding of the "systems" principles presented in this text by applying those concepts to specific instances and examples in the student's church and/or family. Due Friday, March 18 [15% of course grade; outcome #4, 7, COSAC CP16]

Module Assignments

3. Skill building, daily participation in reflection group during class time, and participation in online discussion forums. Students will participate in learning exercises and role play opportunities. [15% of course grade; outcome #2, 4, 5, 7, COSAC CP14, 15, 16, CH3]

Post-Module Assignments

4. Collateral reading - 200 pages of reading, **excluding** texts. Include books and/or journals. Note: do NOT count reading reported in another class. Reading should pertain to class topics and/or particular pastoral care/counseling areas of interest. Report on reading will include full bibliographic citation of all sources read, total number of pages read, and a reaction paper of at least 1,000 words. The reaction paper may include questions raised by the reading, new insights gained, critiques of counseling methodology, personal applications, etc. Due Friday, April 8. [5% of course grade]
5. Record of Pastoral Contact (RPC) - student will conduct two pastoral contact interviews and complete the RPC format, including verbatim, for each interview. Further instructions and RPC format will be distributed in class and posted on Moodle. Due Friday, April 1 and April 29. [Each paper is 10% of course grade - 20% total; outcome #4, 5, COSAC CP14, 15, 16]
6. Personal/professional Reflection Paper - 12-14 page paper to address the following topics: (Due Friday, April 15) (Note: for students who have taken PTH 500/505, parts of this paper

may be excerpted and edited from your Rule of Life paper) [25% of course grade; outcome #1, 3, 6, COSAC CH3]

- a. Theological reflection on the pastoral counseling process. With which of the images of pastoral care presented in Dykstra do you most closely identify? In what way?
- b. Your theological and psychotherapeutic journey
- c. Your strengths and weaknesses in the pastoral care and counseling ministry plus awareness of your own agendas
- d. What does it mean to *you* to be called “pastor?”
- e. Criteria for how you support or violate your pastoral identity - how will you know you have “succeeded” as a pastor?

7. Final exam / case studies - the student will illustrate his/her model of counseling through application to actual case examples. Case study assignment will be posted on Moodle on Monday, April 25, and will be due Wednesday, May 4. [20% of course grade; outcome #2, 4, COSAC CP14, 15, 16]

Distribution of Student Learning Hours

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		38	
Online Participation in forums, groups, etc.	4		4
Reading	44	0	0
Writing	5	0	30
Other Assignments and Learning Activities	0	0	3
Exams & Quizzes	0	0	6
TOTAL	53	38	43

Method for Submitting Assignments

All assignments should be submitted through Moodle no later than 11:55 PM (Central Time) of the due date listed for the assignment.

Form and Style Expectations

All papers shall be written using Turabian format for form and style. Specific guidelines will be provided in class and via Moodle for the formatting of the verbatim sections of the Record of Pastoral Contact papers.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their

writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

All written work is expected to be handed in by 23:55 (11:55 PM - Central Time) on the due date given. Late work will be marked down 10% for every week (or portion thereof) that it is late.

Course Grading

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|---|---------------------|
| 1. Class attendance, small group participation, online forums | 15% of course grade |
| 2. Reaction paper to Friedman text | 15% of course grade |
| 3. Collateral reading reaction report | 5% of course grade |
| 4. Record of Pastoral Contact, 10% each | 20% of course grade |
| 5. Personal / professional reflection paper | 25% of course grade |
| 6. Final case study exam | 20% of course grade |

- Total : 90 - 100% = A
 80 - 89% = B
 70 - 79% = C
 60 - 69% = D
 59% or below = F

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies, which have been beneficial for the student in the past.

Course Calendar

Date	Week	Assignment
		Pre-module:
Feb 7	1	Read all course texts; post online in “Introductions forum”
Feb 14	2	Read all course texts; participate in on-going online discussion of Friedman
Feb 21	3	Read all course texts; participate in on-going online discussion of Savage
Feb 28	4	Read all course texts; participate in on-going online discussion of Kollar
Mar 7	5	Read all course texts; participate in on-going online discussion of Dykstra

Mar 14	6	Freidman reaction paper due 4/18
		Module:
Mar 21	7 - Mon	Syllabus and course overview / introduction
Mar 22	7 - Tues	Marital/Premarital counseling; family issues; domestic violence
Mar 23	7 - Wed	Depression; suicide; crisis; grief counseling
Mar 24	7 - Thur	Trauma; addictions; ethics and power issues
Mar 25	7 - Fri	Self-care; hospital calls
		Post-module:
Mar 28	8	1 st Record of Pastoral Contact Due 4/1
Apr 4	9	Collateral Reading Report due 4/8
Apr 11	10	Personal and Professional Reflection paper due 4/15
Apr 18	11	Reading and Research week - no papers due
Apr 25	12	2 nd Record of Pastoral Contact Due 4/29
May 2	13	Final exam due 5/4