



CMI6078 - Pastoral Care and Counseling

POINT LOMA NAZARENE UNIVERSITY

CMI6078 Pastoral Care and Counseling (3 units)

Spring Quad 2, March 14 - May 8, 2022

Intensive week April 4-8, 2022

Meeting days: March 14 - May 8, 2022 Intensive week: April 4-8, 2022	Instructor: Rebecca Laird
Meeting times: N/A Intensive week: M, 12-5, T-Th, 9-5, F, 9-12	Phone: 619 848-2993
Meeting location: Online Intensive week: Smee 100	E-mail: rlaird@pointloma.edu
Additional info: Online Course requirements before and after intensive period posted on Canvas.	Office location: Smee 209

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

What is the pastor's role in offering and equipping the faith community to provide holistic forms of

Christian care? Basic skills will be honed for short-term crisis pastoral counseling, when to refer to medical and psychological counseling, and how to organize lay ministries for care. Special focus will be given to clergy ethics and ongoing self-care and spiritual health for ministry leaders.

PROGRAM LEARNING OUTCOMES

After completing the Master of Arts in Christian Ministry program, students will be able to:

1. Incorporate Christian formation in the local congregation and the life of the minister.
2. Interpret Scripture especially as related to preaching and teaching in the local church.
3. Explain the nature, mission, and social context of the Church, especially as related to ecclesial practices and the leadership of the pastor in the local congregation.
4. Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition and contemporary ministry.

COURSE LEARNING OUTCOMES

Students will achieve the following outcomes:

1. Develop a theologically informed view of what it means to be human. (PLO 1)
2. Identify the aims and limits of pastoral counseling and spiritual direction. (PLO 1)
3. Examine the role of culture in offering pastoral care. (PLO 3)
4. Identify gospel resources for persons who have experienced trauma. (PLO 4)
5. Create a self-care plan for self and volunteers engaged in pastoral care ministries. (PLO 1)
6. Design a local-church based pastoral care plan for increasing inclusion for a vulnerable population in the student's community. (PLO 1, PLO 3)

COS Learning Outcomes

- CP 6 Ability to provide pastoral and spiritual care for individuals and families, discerning when referral to professional counseling is required.
- CH 7 Ability to lead evangelistically through preaching, modeling and equipping others.
- CH 8 Ability to lead in discipling and assimilating new converts into the Church.

HOPES FOR THIS COURSE

Pastoral care and counseling fits under a larger umbrella of Christian formation and care. It is a specialty ministry for those called to care for the vulnerable people and times of crisis in a local community or congregation in the way and name of Jesus. In this course you will read material to help you think biblically and theologically about what it means to cooperate with God in Christ toward healing and wholeness for persons who are beloved of God and often bound up both the sorrows and challenges of this life and claimed by the eternal love and promises of our shared resurrected life. You will learn some skills, read some great books and be asked to tend to the frail and mortal

areas of your own life so that you might be of help to others without doing harm. None of us is the messiah. We have limits and need to tend to our own wounds and set appropriate boundaries. How blessed it is to be called to love in the name of Jesus. Let's learn to do it well. During the semester I will have a one-on-one with each of you. I will ask you: What is it like to be you right now? What persistent question are you living with in light of being called to serve others in their times of joy and sorrow?

Each week you will have required reading and required watching of short videos. Please read and watch with attention. I have chosen well-written books and short videos to allow you time to soak in the material and read with attention.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a three-unit class delivered over eight weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

ASSIGNMENTS	TOTAL HOURS
Required Reading	60
Online Discussion	10
Writing Assigned Papers and Journaling Exercises	20
Pastoral Care project	10
Week Long Campus Intensive	30
Total	130

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Benner, D. G. (2003). *Strategic Pastoral Care: A Short-Term Structured Model*, Second Edition. Ada, MI: Baker Academic.

Hunsinger, D. V. (2015). *Bearing the Unbearable: Trauma, Gospel and Pastoral Care*. Grand Rapids, MI: Eerdmans.

Lynch, G. (2002). *Pastoral Care and Counseling*. Thousand Oaks, CA: Sage Publications. (available in e-book from Ryan Library).

Nouwen, H., Christensen, M., and Laird, R. (2006). *Spiritual Direction: Wisdom for the Long Walk of Faith*. New York, NY: HarperCollins.

Vanier, J. (2008). *Becoming Human*. Mahwah, NJ: Paulist Press or Bowler, Kate. (2021) *No Cure for Being Human*, Random House.

Articles:

Williams, Montague. Holy Communion on Canfield Drive: Listening, Liturgy, and Learning on a College Group Pilgrimage in Ferguson, Missouri. Religious Education article found on Canvas.

Laird, Rebecca, Reframing Clergy Sexual Misconduct: A Brief Guide for District Leaders on the Stewardship of Professional Power.

Masyuk, Sylvia Cortez. Ukraine & Trauma: Resilience and Eucharistic Hope. Didache article found on Canvas.

Round Table Book Options

Each student will read one of these books and present to the group in our reading round table sessions during the intensive week.

Esteban, M. R. (2006). *Pastoral Care with Latino/as*. Minneapolis, MN: Fortress.

Lampe, K. (2011). *The Caring Congregation: How to Become One and Why it Matters*. Nashville, TN: Abingdon.

Scazzero, P. (2015). *The Emotionally Healthy Leader: How Transforming Your Inner Life will Deeply Transform Your Church, Team and World*. Grand Rapids, MI: Zondervan.

Young, A. (2011). *The Bible, Disability and the Church: A New Vision for the People of God*. Grand Rapids, MI: Eerdmans.

ASSESSMENT AND GRADING

The following percentages reflect the value of each assignment category:

ASSIGNMENT	POINTS
Discussion Board: Introduction (50 plus 25 for response)	75
Discussion Board: Vision of Good Life (50 plus 25 for response)	75
Code of Ethics	80

Discussion Board: Choice of Book for Reading Round Table	15
Discussion Board: Unbearable (50 plus 25 for response)	75
Quality of Life Self-Assessment	75
Reading Round Table Presentation	80
Participation and Small Groups during Intensive Week	50
15 Minute One-on-One with Professor	50
Discussion Board of Final Project Topic	15
Verbatim and Analysis	80
Nouwen Journals	80
Final Project	
Outline and Biblio	50
Final Draft	200
Total	1000

Final grades will be assessed on the total points using the following grading scale:

Standard Grade Scale Based on Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F \leq 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the end of the assigned day when they are due—

including assignments posted in Canvas. Late assignments will result in a 10% reduction. Given that this is a graduate level class, if there are life related reasons why assignments are late, please communicate to the professor.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
<p>Week One</p> <p>March 14-20</p> <p><i>What it means to be human</i></p>	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. <i>Becoming Human</i> by Jean Vanier, 1-163. 2. Required Reading and Reflecting: Gospel of Mark, Chapters 1-3 3. Required Reading. Spiritual Direction by Nouwen, Chp. 7, “How Do I Hear the Word?” Pick a passage from the Gospel readings and do lectio divina once a week. <p>Required watching:</p> <ol style="list-style-type: none"> 1. Theological Anthropology: An Interview with Mark Cortez on Youtube. (approx. 9 min.) What is Theological Anthropology? Dr Christopher Roberts 2. Links to an external site. 3. <p>Online assignment:</p> <ol style="list-style-type: none"> 1. After completing your required reading and watching write a 3-4 page introduction of yourself in dialog with the question: What does it mean for me to be human in relationship to Jesus, the healer and miracle worker? Include at least 5 parenthetical page number references to essential ideas and quotes from your reading. Essays that cherry pick quotes and show limited understanding of the themes from the reading will receive non-passing grades. 	<p>Paper due by uploading to d-board on Sat. by midnight.</p>

Week Two

March 21-27

The aims of pastoral care: seeking “the good life” together

Required Reading:

1. Lynch, *Pastoral Care and Counseling*, chapters 1-3.
2. Required Reading: Gospel of Mark, chapters 4-5.
3. Required Watching: Christian Counseling and the Spiritual World by Stephen Stratton on Youtube (8 minutes)
<https://www.seedbed.com/christian-counseling-and-the-spiritual-world/>
4. [Links to an external site.](#)
- 5.

Online Assignments:

1. Read and watch assigned material. Post to the d-Board by Saturday. In 250 words describe your vision for the good life, that is, human flourishing, for the whole person.
2. Post your choice of book for the reading roundtable to the d-board that you will present on during our intensive week. If more than one of you pick the same book, you will co-present and will need to work together beforehand. All books need to be presented. No more than 2 persons can sign up for the same book.

Respond to two students intro essays by Mon. at midnight.

Submit your vision of the good life to the d-board by Sat. at midnight.

Week Three

March 28-April 3

Required Reading:

- *Pastoral Care and Counseling* by Jean Lynch, Chapters 4-7
- Gospel of Mark, Chapters 6-7
- *Bearing the Unbearable* by Hunsinger, Chapter 7

Maria Fortune Video Lecture: [Marie Fortune Lecture Excerpt 12.12.2011](#)

[Links to an external site.](#)

Assignments:

Code of Ethics: **Read and watch the assigned material.** Write a 300-400 word code of ethics for yourself and any volunteers who work with you in ministry. Make this specific and applicable to your context. Use the code of ethics in Chapter 5 of *Pastoral Care and Counseling* as an example.

<p>Week Four</p> <p>On-campus</p> <p>April 4-10</p>	<p>Welcome to Campus</p> <p>Required Reading for on-campus week:</p> <p>Williams, Montague. <i>Holy Communion on Canfield Drive: Listening, Liturgy, and Learning on a College Group Pilgrimage in Ferguson, Missouri</i>. Religious Education article found on Canvas.</p> <p>Laird, Rebecca, <i>Reframing Clergy Sexual Misconduct: A Brief Guide for District Leaders on the Stewardship of Professional Power</i>.</p> <p>Masyuk, Sylvia Cortez. <i>Ukraine & Trauma: Resilience and Eucharistic Hope</i>. Didache article found on Canvas.</p> <p>Monday—Welcome & History and Scope of Pastoral Care</p> <p>Reading roundtable on <i>The Caring Congregation</i></p> <p>Sign up for one on one with professor</p> <p>Tuesday--Self-Care, Clergy Ethics and Counseling</p> <p>Reading roundtables on <i>Staying in Bounds</i> and <i>Emotionally Healthy Leader</i></p> <p>Special Guest Lecturer, Dr. Chris Adams, Azusa Pacific University</p> <p>Wednesday— Inclusion through Care—Christian Care for those with Disabilities</p> <p>Reading roundtable on <i>The Bible, Disability and the Church</i>.</p> <p>Special Guest Lecturer, Andrea Moriarty, Author of <i>Radical Inclusion</i></p> <p>Thursday— Culture and Recognizing Trauma</p> <p>Field trip to Living Waters Church of the Nazarene</p> <p>Special Guest Lecturer, Rev. Chris Nafis, Sr. Pastor.</p>	
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Reading roundtable on Pastoral Care with Latina/os.

Friday—Ritual resources for Communal Pastoral Care

Special Guest—Dr. Montague Williams, Assoc. Professor
of Church, Culture and Society

Mid-Course Survey

Week Five

April 11-17

Required Reading:

1. *Bearing the Unbearable* by van Duesen Hunsinger.
2. Required Reading: Gospel of Mark, chapters 8-9.
3. Required Watching: Worship in Times of Trauma: Gabriel Salgu
<https://worship.calvin.edu/resources/resource-library/worship-in-times-of-trauma-gabriel-salguero/>
4. [Links to an external site.](#)
5. (3 minutes)

Extra credit Watching: Trauma, Culture Care and Public Worship

<https://worship.calvin.edu/resources/resource-library/trauma-culture-care-and-public-worship/>

[Links to an external site.](#)

(2 hours) Watch and post a prayer written in response to what you heard to extra credit assignment on Canvas.

Online Assignments

a. Choose one of the following options and post to the D-Board.

- Design a Pastoral Care plan for Gizelle, the case study used in chapter 2 of *Bearing the Unbearable* that utilizes at least 2 of the forms of Christian care from the list found on Canvas and at least 3 of the gospel resources listed by van Dusen Hunsinger: scripture, prayer, doctrine, worship, sacraments and fellowship of the church.
- Write a lament for this current moment in your life or the life of your church, community, or nation. Attend to structure by writing an intro, body and conclusion. Try your hand at the Chiastic form outlined in chapter 5.

Post to D-board by Sat at midnight.

Submit your Professional Quality of Life self-assessment by Sat at midnight.

- Recall and record a recent critical conversation and analyze how implementing the 4 steps Observe, Feel, Need and Request of NonViolent Communication might change the outcome and foster life together rather than judgement or alienation in your church or ministry setting.

b. Take the Professional Quality of Life Scale in Appendix 2 of *Bearing the Unbearable*. Score yourself and report your results with your own 250 word reflection on what this means for you in your current ministry assignment. Turn to via Canvas. Only the professor will see this information.

Week Six

April 18-24

Required Reading:

1. *Strategic Pastoral Counseling* by Benner
2. Required Reading: Gospel of Mark 10-11
3. Required Watching: "The 3 C's of Pastoral Counseling, Dr. Cynthia Eriksson. Fuller Seminary School for Pastors
<https://www.youtube.com/watch?v=rBfnKM7xb28>
4. [Links to an external site.](#)
- 5.

Online assignment:

Write a verbatim of a counseling encounter, analyze and create a counseling plan according to Benner's process. See Canvas for instructions.

Turn in verbatim by Sat at midnight.

Week Seven

April 25- May 1

Required Reading:

1. Required Reading Gospel of Mark 13-14
2. Required Reading: *Spiritual Direction* by Nouwen et al
3. Read a chapter a day of *Spiritual Direction* during the next two weeks and journal one of the questions (100-200 words each) at the end of the chapters and incorporate ideas from your reading.

Required Watching:

[Journey of the Heart: the life of Henri Nouwen \(3 minutes\)](#)

[Links to an external site.](#)

Online assignment: Journal as outlined below.

Monday: Preface and Intro and Chapter 1, Journal Q-1: Identify and name a persistent question at this time in your life.

Tuesday, Chapter 2, Journal any of the 3 questions from the “Reflect and Journal” options

Wednesday, Chapter 3 Journal Q-1 Who am I? What does your answer reveal about what you value?

Thursday, Chapter 4, Write a 3 paragraph history with God following the 3 reflection questions on page 49.

Friday, Chapter 5. Journal any one of the 3 questions from the “Reflect and Journal” options

Saturday, Chose two of your journal entries to share with the triad you were assigned to during our intensive week. Turn all journals into the professor via Canvas

Turn in your journals by Saturday at midnight.

Turn in your outline and bibliography (3 sources beyond course reading) for your final project by Saturday at midnight.

Week Eight

May 2-8

Required reading:

1. Required watching: Empathy vs. Sympathy by Brene Brown

[Brené Brown on Empathy](#)

[Links to an external site.](#)



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1. Required Reading Gospel of Mark, chapters 15-16.
 2. Required Reading *Spiritual Direction* by Nouwen et al.

Monday, Chapter 6, Journal Q-1. How do you picture God? What does God look like and sound like when you close your eyes?

Tuesday, Chapter 8, Journal Q-2: Who do you need to forgive for not being God?

Wednesday, Chapter 9 and Epilogue. Journal Q-4: When you can't fix a problem, how can simply being present to someone in pain or trouble help? Can you accept your powerlessness in ministry?

1. Complete your final project: A local pastoral care plan for inclusion

Turn in your journals and final paper by FRIDAY at midnight.

WHEW. Celebrate your completion!