

School of Theology and Ministry  
CMI 3025 Christian Care of Souls  
3 Units- Fall 2024



Meeting days/times: Tuesdays & Thursdays, 1:30-2:45 pm  
Meeting location: Wesleyan Center Seminar Room (Smee Hall)  
Final Exam: Submitted online

Instructor title and name:	Prof. Jennifer Guerra Aldana
Email:	jennifeguerraaldana@pointloma.edu
Office location and hours:	Smee 210- Use the link in email signature to schedule

**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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**CATALOG COURSE DESCRIPTION**

What is Christian Care? What did the early church mean by the “care of souls”? This course will explore the intersection between discipleship and pastoral care and its relation to and divergence from psychological counseling. Special attention will be given to spiritual direction and lay-led ministries of one’s peers.

**COURSE LEARNING OUTCOMES**

Student will:

1. Discover a historical understanding of the “care of souls.”
2. Examine congregational formation and practices that foster discipleship through pastoral care.
3. Compare the aims of pastoral care and psychological counseling.
4. Research a specific topic of interest relating to Christian care of souls and the contemporary church

**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 8** Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.).

## LAND, LABOR, AND LIFE ACKNOWLEDGEMENT

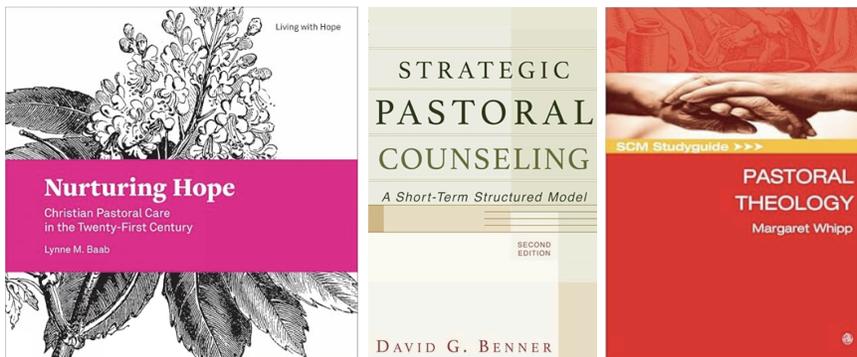
As students and scholars at PLNU, we acknowledge our presence on the traditional, ancestral, and unceded territories of the Kumeyaay Diegueño Indian Tribe. May we be good guests to the people, the stories, the wisdom, the fruits of the land, and dwell with one another with peace.

## COURSE PHILOSOPHY

Learning is a communal and collaborative process. Therefore, I hope we can co-construct an environment of rich conversation and critical engagement. I expect students to engage deeply with the readings, come ready to have meaningful conversations and engage the content with curiosity and effort. *I believe in active learning.* I recognize that I will ask you to engage in theological reflection and conversation in this course that may feel beyond your level of expertise or comfort—embrace it! Lean in, take risks, and give your best effort. As your professor, I commit to providing feedback and being a partner in learning. *The best learning happens when we are stretched beyond what we know or are comfortable with but not to the point of becoming overwhelmed.* Communication will be critical; the more you choose to share, the better I can partner with and support you.

## REQUIRED BOOKS AND RESOURCES

Students are responsible for having the required course textbooks prior to the first day of class. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.



- **Nurturing Hope** by Lynne M. Baab / ISBN-13: 978-1506434278
- **Strategic Pastoral Counseling: A Short-Term Structured Model** by David Benner / ISBN-13: 978-08011026317
- **SCM Studyguide Pastoral Theology** by Margaret Whipp / ISBN: 978-0334045502

## ASSESSMENT AND GRADING

Grades will be based on the following:

Assignments:	Grading Scale:
<ul style="list-style-type: none"><li>● <b>Participation and Reading Reports (270)</b><ul style="list-style-type: none"><li>○ Attendance &amp; Participation (100)</li><li>○ Reading Reports, 10 each, (170)</li></ul></li></ul>	<p>A=93-100% A-=92-90% B+=87-89% B=83-86%</p>

<ul style="list-style-type: none"> <li>● <b>Reflections (250)</b> <ul style="list-style-type: none"> <li>○ Pastoral Rites (100)</li> <li>○ Advising Chapel Debrief (50)</li> <li>○ Sociocultural Self-Reflection (100)</li> </ul> </li> <li>● <b>Projects (200)</b> <ul style="list-style-type: none"> <li>○ Theology of Christian Soul Care(100)</li> <li>○ Responsible Pastoral Care Narrated PPT (100)</li> </ul> </li> <li>● <b>Final: Special Topic in Pastoral Care (280)</b></li> </ul> <p><b>TOTAL POSSIBLE POINTS = 1,000</b></p>	<p>B-=80-82%  C+=77-79%  C=73-76%  C-=70-72%  D+=67-69%  D=63-66%  D-=60-62%  F=0-59%</p>
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### FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. All of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of grief, trauma and loss and I will support you throughout your learning in this course.

### INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Late assignments will only be accepted if professor has been notified in advance and will receive a 10% deduction per day they are late.

### SPIRITUAL CARE

Please be aware that PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online

course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **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 RECORDING NOTIFICATION**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request. 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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes. 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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **Inclusive Language**

The School of Theology and Christian Ministry 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, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "humanity," "humans," and "he or she" better acknowledge women as full persons. Papers submitted with exclusive language will receive a point deduction (minor, but an incentive to be attentive).

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix). If you (or someone you know) have experienced

other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

**PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

**LOMA WRITING CENTER**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

**Course Schedule and Assignments:**

Date	Class Content	Read & Do Before Class
<b>Week 1</b> <b>September 3:</b> <b>Welcome!</b>	<ul style="list-style-type: none"> <li>● Introduction to Course: Purpose &amp; Syllabus</li> <li>● Introduction to one another               <ul style="list-style-type: none"> <li>○ Who has cared for you?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Buy textbooks</li> </ul>
<b><i>What is Pastoral Care?</i></b>		
<b>September 5</b>	<ul style="list-style-type: none"> <li>● Historical Development and Understandings of Care               <ul style="list-style-type: none"> <li>○ Mentorship</li> <li>○ Spiritual direction</li> <li>○ Therapy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Getting to know you survey DUE</b></li> </ul>
<b>Week 2</b> <b>September 10</b>	<ul style="list-style-type: none"> <li>● Theological Roots of Pastoral Care: Triune God</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>Nurturing Hope</u> Ch. 3 and submit reading</li> </ul>

		report
September 12	<ul style="list-style-type: none"> <li>• Missional and Communal Implications of Pastoral Care</li> </ul>	<ul style="list-style-type: none"> <li>• Read <u>Nurturing Hope</u> Ch. 4 and submit reading report</li> </ul>
<b>Week 3</b> September 17	<ul style="list-style-type: none"> <li>• Imagining Pastoral Care</li> </ul>	<ul style="list-style-type: none"> <li>• Read <u>Pastoral Theology</u> Ch. 1-3 and submit reading report</li> </ul>
September 19	<ul style="list-style-type: none"> <li>• The call to be Human</li> </ul>	<ul style="list-style-type: none"> <li>• Read <u>Pastoral Theology</u> Ch. 4-6 and submit reading report</li> </ul>
<b>Week 4</b> September 24	<ul style="list-style-type: none"> <li>• Responding to life in all its fullness</li> </ul>	<ul style="list-style-type: none"> <li>• Ideate Advising Chapel Ideas and bring to class to discuss</li> <li>• <b>Theology of Christian Soul Care DUE</b></li> </ul>
<b><i>Pastoral Care...has diverse models</i></b>		
September 26	<ul style="list-style-type: none"> <li>• Models and Types of Care</li> <li>• Marketplace and Bivocational Ministry <ul style="list-style-type: none"> <li>○ Hospital, hospice, Bi-vocational, business.</li> <li>○ Assumptions to know others will make (you will have how to respond, what to say)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read <u>Pastoral Theology</u> Ch. 7</li> </ul>
<b>Week 5</b> October 1	<ul style="list-style-type: none"> <li>• Pastoral Rites and the Life Span <ul style="list-style-type: none"> <li>○ Weddings: pre-marital scripts and</li> <li>○ Baptism, dedications, eucharist, sending benedictions.</li> <li>○ Funerals</li> <li>○ Home blessings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pastoral Rites Reflection DUE</b></li> </ul>
October 3	<ul style="list-style-type: none"> <li>• Strategic Pastoral Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Read <u>Strategic Pastoral Counseling</u> Ch. 2-4</li> </ul>
<b>Week 6</b> October 8	<ul style="list-style-type: none"> <li>• Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Read <u>Strategic Pastoral Counseling</u> Ch. 5 &amp; 6</li> </ul>

**Pastoral Care...is for all ages**

October 10	<ul style="list-style-type: none"> <li>• Children, Adolescents, and Young Adults</li> </ul>	<b>Jigsaw Learning</b> <ul style="list-style-type: none"> <li>• Children:</li> <li>• Adolescents: FYI on Youth Ministry “Creating safe spaces for teen’s toughest questions and meaning making” episode</li> <li>• Young Adults: FYI on Youth Ministry “Young Adulthood Transitions” episode</li> </ul>
<b>Week 7</b> October 15	<ul style="list-style-type: none"> <li>• From Midlife through Senior adulthood</li> </ul>	
October 17	<ul style="list-style-type: none"> <li>• End of Life &amp; Illness               <ul style="list-style-type: none"> <li>○ Children, elders, and a net of loved ones, community, and church.</li> </ul> </li> <li>• Final Prep for Advising Chapel on 18th</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to <u>Chaplaincy and the NICU</u> podcast episode and submit “reading” report  <a href="https://handtohold.org/episode-90-chaplaincy-and-the-nicu/">https://handtohold.org/episode-90-chaplaincy-and-the-nicu/</a></li> </ul>

**Pastoral Care...considers the context**

<b>Week 8</b> October 22	<ul style="list-style-type: none"> <li>• Boundaries and Power               <ul style="list-style-type: none"> <li>○ Congregation</li> <li>○ Youthfulness</li> <li>○ Team dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read <u>Nurturing Hope</u> Ch. 7 and <u>Pastoral Theology</u> Ch. 10 and submit reading report</li> <li>• <b>Advising Chapel Debrief DUE</b></li> </ul>
October 24	Fall Break- No Class	
<b>Week 9</b> October 29	<ul style="list-style-type: none"> <li>• Race, ethnicity, migration</li> </ul>	<ul style="list-style-type: none"> <li>• Read <u>Nurturing Hope</u> Ch. 5 and submit reading report</li> </ul>
October 31	<ul style="list-style-type: none"> <li>• Gender and Ableism</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to <u>Disability and the Church</u> podcast episode and submit “reading” report  <a href="https://fullerstudio.fuller.edu/podcast/disability-and-the-church-with-bethany-mckinney-fox/">https://fullerstudio.fuller.edu/podcast/disability-and-the-church-with-bethany-mckinney-fox/</a></li> </ul>

<p><b>Week 10</b> November 5</p>	<ul style="list-style-type: none"> <li>● Case Study Lab</li> </ul>	
<p>November 7</p>	<ul style="list-style-type: none"> <li>● Mental Health and Trauma-informed Pastoral Care <ul style="list-style-type: none"> <li>○ Particular focus: loneliness and suicide</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>Trauma-Informed Pastoral Care</u> and submit reading report</li> <li>● <b>Sociocultural Self-Reflection DUE</b></li> </ul>
<p><i>Pastoral Care...is responsible.</i></p>		
<p><b>Week 11</b> November 12</p>	<ul style="list-style-type: none"> <li>● Organization and Administration</li> <li>● Empowering the Congregation <ul style="list-style-type: none"> <li>○ Meal trains</li> <li>○ Visitations</li> <li>○ Consent in information sharing</li> <li>○ Manage your time with an acknowledgment of bandwidth. Don't run late on people in crisis...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>Creating The Toolbox for Care</u> and submit reading report</li> </ul>
<p>November 14</p>	<ul style="list-style-type: none"> <li>● Church doctrine, polity informing pastoral care</li> </ul>	<p>Read:</p> <ul style="list-style-type: none"> <li>● Section 31 in The Manual Church of the Nazarene <a href="https://2017.manual.nazarene.org/">https://2017.manual.nazarene.org/</a></li> <li>● "Sexuality and Same-Gender Relationships from the Prebyterian Church, USA , <a href="https://www.presbyterianmission.org/what-we-believe/sexuality-and-same-gender-relationships/">https://www.presbyterianmission.org/what-we-believe/sexuality-and-same-gender-relationships/</a></li> <li>● Bring notes to class from your reading that appreciatively assess the perspective and rationales of these different denominations.</li> </ul>
<p><b>Week 12</b> November 19</p>	<ul style="list-style-type: none"> <li>● Librarian Visit</li> <li>● Mandated Reporting <ul style="list-style-type: none"> <li>○ Fraud</li> <li>○ Eyes open for abuse and harm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Identify Final project topic</b></li> </ul>

<b>Pastoral Care is...multiskilled.</b>		
November 21	<ul style="list-style-type: none"> <li>● The Art of Listening &amp; Ministry of Presence               <ul style="list-style-type: none"> <li>○ Conflict Resolution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>Nurturing Hope</u> Ch. 9 and <u>Pastoral Theology Ch. 11</u> and submit reading report</li> <li>● <b>Responsible Pastoral Care PPT DUE</b></li> </ul>
<b>Week 13</b> November 26	<ul style="list-style-type: none"> <li>● AAR or Library Day</li> </ul>	
November 28	Thanksgiving Break- No Class	
<b>Week 14</b> December 3	<ul style="list-style-type: none"> <li>● Art of Facilitating &amp; Convening               <ul style="list-style-type: none"> <li>○ Community Partnerships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Listen to <u>The Art of Gathering</u> podcast episode and submit “reading” report <a href="https://booksmart.captivate.fm/episode/the-art-of-gathering-priya-parker">https://booksmart.captivate.fm/episode/the-art-of-gathering-priya-parker</a></li> </ul>
December 5	<ul style="list-style-type: none"> <li>● Art of Self-Care</li> <li>● Art of Lament and Hope               <ul style="list-style-type: none"> <li>○ Congregation &amp; Public Witness                   <ul style="list-style-type: none"> <li>■ Community forums</li> <li>■ Memos</li> <li>■ Protests/liturgy work</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>Secondary Trauma</u> and submit a reading report</li> </ul>
<b>Week 15</b> December 10	<ul style="list-style-type: none"> <li>● Final Project Presentations</li> </ul>	
December 12	<ul style="list-style-type: none"> <li>● Final Project Presentations</li> </ul>	
<b>Week 16</b> <b>FINAL</b> <b>DUE 12/17</b>	<ul style="list-style-type: none"> <li>● <b>Special Topic in Pastoral Care Final Paper DUE</b></li> </ul>	

### Description of Assignments

#### Theology of Christian Soul Care

In a well-structured essay, articulate your personal theology of Christian soul care. Your paper should address the following components:

1. The uniqueness of Soul Care and its history:

- Analyze and distinguish between Christian soul care and the field of psychology.
  - How do they overlap, and where do they diverge?
  - What is the history of soul care?
  - What is the unique history of soul care in your faith tradition or denomination?
2. **Theological and Missional Foundations and Implications:**
- Explore the key theological doctrines that underpin your understanding of soul care.
  - Discuss how these theological foundations inform the mission and purpose of soul care within both personal and communal contexts.
  - Examine the implications of your theological and missional beliefs on the practice of soul care in diverse settings and cultures.
  - Incorporate relevant scripture and theological sources to support your perspectives.
3. **Challenges and Considerations:**
- Identify potential challenges in practicing soul care according to your theological framework.
  - Consider internal and external challenges in the implementation of soul care in your community.
4. **Conclusion:**
- Summarize the key points discussed in your essay.
  - Reflect on how your articulated theology of soul care will influence your future life and ministry.
  - Consider areas for further growth and development in your understanding and practice of soul care.

**Guidelines:**

- **Length:** 4-6 pages, double-spaced.
- **Structure:** Clear introduction, coherent transitions between sections, and a strong conclusion.
- **Sources:** In addition to classroom material, you must include at least **two external sources** (books, journal articles, or reputable online resources) to support your analysis. Be sure these sources are from credible theological, psychological, or pastoral care literature.
- **Style:** Follow appropriate academic writing standards, including proper citations and a bibliography/reference list as needed.

This essay aims to deepen your understanding of Christian soul care and articulate a cohesive framework that integrates your beliefs, knowledge, and practical considerations. Engage thoughtfully with each section, demonstrating critical thinking, thorough research, and personal insight.

## **Pastoral Rites Reflection**

Pastoral rites are significant rituals that mark important life transitions and hold deep spiritual meaning. Reflect on your experience with pastoral rites. In your reflection, address the following:

1. **Describe the Rites:** Provide an overview of the pastoral rites you have participated in or led. What was the occasion, and what were the key elements of the ceremony?
2. **Personal Impact:** Reflect on how each rite impacted you personally. What aspects of the ceremony stood out to you, and why?
3. **Significance and Reflection:** Discuss the significance of the rites in your own walk of faith. How did this experience influence your understanding of pastoral care and spiritual practices?

**Length:** 4 pages, double-spaced or 7-minute audio

## **Sociocultural Self-Reflection**

Reflect on your sociocultural background, including factors such as ethnicity, nationality, religion, socioeconomic status, gender, and other relevant aspects of your identity. Consider how these factors shape your worldview, values, and beliefs.

### **Prompts to Consider:**

- How does your sociocultural background influence the way you perceive and interact with others?
- How do your cultural norms and values align with or differ from those of the people you are likely to serve in a pastoral care setting?
- Reflect on a specific experience where your sociocultural background helped or hindered your ability to provide adequate pastoral care.
- How can you ensure that your pastoral care is inclusive and responsive to the diverse cultural needs of those you serve?

**Length:** 4 pages, double-spaced or 7-minute audio

## **Responsible Pastoral Care PPT**

Consider you have been invited to propose a “responsible pastoral care” initiative at your local church. Considering a local community and their needs, create a 6-10 slide presentation that you would use to train all pastoral team members on what a responsible pastoral care response looks like in your context.

All presentations must include:

- Why does this matter?
- Congregational empowerment
- Mandated reporting guidelines
- Local church polity and policy
- Denominational policy (if applicable)

- 3 policy proposals you want to bring to the board for approval to further ensure the safety of all community members.

Upload narrated ppt slide presentations on canvas.

### **Special Topic in Pastoral Care Final Paper**

Building on the theology of pastoral care paper, you will choose one topic of interest in pastoral care. This could be a theme, an issue, a population, or a particular approach that most interests you.

In your paper, address the following:

1. **Contemporary Relevance:** Reflect on how your chosen topic intersects with contemporary issues in pastoral care. How does this topic address the needs of today's pastoral care recipients, and what does it contribute to current pastoral practices?
2. **Pastoral Implications:** Explore the practical implications of your topic in pastoral care settings. How does this topic inform how pastoral care is offered, and what challenges and opportunities does it present?
3. **Personal Reflection:** Finally, provide a personal reflection on why this topic is meaningful to you. How has your understanding of pastoral care evolved through your exploration of this topic, and how might it influence your future work in pastoral care?

Requirements:

- Your paper should be 6-8 pages long, double-spaced.
- Include at least six sources, including academic articles, books, and reputable online resources. These sources should be cited appropriately throughout your paper.

This paper should demonstrate a deep engagement with practical pastoral concerns and contemporary issues, showing how your chosen topic contributes to pastoral care.

During the final week of class, you will present your findings in a 15-minute presentation.