

Spring Quad 1, Jan 8-March 3, 2024

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| On-site Meeting days: Feb. 26-28 | Instructor title and name: Rebecca Laird |
| Meeting times: M, 8:30-4:30pm | Phone: 619 848-2993 |
| Meeting location: Smee 100 | E-mail: rlaird@pointloma.edu |
| Additional info: Online Course with gathering days at the end of the quad. | 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.

COURSE LEARNING OUTCOMES

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

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 3-unit class delivered over 8 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:

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| Required reading | 60 hours |
| Online discussion | 10 hours |
| Writing assigned papers and journaling exercises | 20 hours |
| Pastoral Care project | 10 hours |
| Week long on campus intensive | 30 hours |
| Total | 130 hours |

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

David G. Benner. *Strategic Pastoral Care: A Short-Term Structured Model*, Second Edition, Baker Academic, 2003.

Henri Nouwen, Michael Christensen, and Rebecca Laird. *Spiritual Direction: Wisdom for the Long Walk of Faith*. HarperCollins. 2006.

Gordon Lynch. *Pastoral Care and Counseling*, Sage Publications, 2002. (available in e-book from Ryan Library).

Bowler, Kate. *No Cure for Being Human. (And Other Truths I Need to Hear)*. Random House, 2021.

Deborah van Duesen Hunsinger. *Bearing the Unbearable: Trauma, Gospel and Pastoral Care*. Eerdmans, 2015.

Roundtable Book Options

Each student will read one of these books and present to the group in our reading roundtable sessions during the gathering days.

Karen Lampe. *The Caring Congregation: How to Become One and Why it Matters*. Abingdon. 2011.

Montillo, R. Esteban. *Pastoral Care with Latino/as*. Fortress. 2006.

Pete Scazzero. *The Emotionally Healthy Leader: How Transforming Your Inner Life will Deeply Transform Your Church, Team and World*. Zondervan.

Brock, Brian *Disability: Living into the Diversity of Christ's Body*, Baker Academic, 2021.

COURSE SCHEDULE AND ASSIGNMENTS

| DATE PRESENTED | CLASS CONTENT OR ASSIGNMENT | ASSIGNMENT DUE DATE |
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| Week One <i>What it means to be human</i> | <ol style="list-style-type: none">1. Required Reading: No Cure for Being Human2. Required Reading and Reflecting: Gospel of Mark, Chapters 1-33. 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.4. Required watching: Introduction to our class with Dr. Laird. 30 minutes.5. Online assignment: After completing your required reading and watching, write a 3-4 page introduction of yourself in dialogue 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. | Paper due by uploading to d-board on Sat. 1/12 at midnight. |

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| <p>Week Two <i>The aims of pastoral care: seeking “the good life” together</i></p> | <ol style="list-style-type: none"> 1. Required Reading: Lynch, <i>Pastoral Care and Counseling</i>, 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. Online Assignments: <ol style="list-style-type: none"> a. Read and respond to the introductory essays of the two students whose last names are before and after yours on the roster by Mon at midnight. b. Read and watch assigned material. Post to the d-Board by Saturday. In 250 words describe your vision of the good life for the whole person. | <p>Respond to two students’ intro essays by Mon. 1/14 at midnight.</p> <p>Submit your vision of the good life to the d-board by Sat. 1/19 at midnight.</p> |
| <p>Week Three <i>Power, boundaries and self-care</i></p> | <ol style="list-style-type: none"> 1. Required reading: Lynch <i>Pastoral Care and Counseling</i>, chapters 4-7 an Van Duesen Hunsinger, <i>Bearing the Unbearable</i>, chapter 7. 2. Required reading: Gospel of Mark, chapters 6-7. 3. Required watching: Marie Fortune Lecture at Andover Newton excerpt from 12.12.2011 (10 minutes) https://www.youtube.com/watch?v=ApBUfQzejBU 4. Online Assignments: <ol style="list-style-type: none"> a. Respond to two classmates’ d-board posts in 50 words as “the other” as defined by Levinas. Explicitly engage with how the student’s vision of the good life would help or hinder your own call to live a full life in relation to your own experience, reason or sense of revelation. (These concepts are discussed in chapter 3) | |

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| | <p>b. Read and watch assigned material. Post to the D-board 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 as an example. Turn in on Canvas.</p> <p>c. Post your choice of book for the reading roundtable to the d-board that you will present on during our gathering days.. 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.</p> | |
| <p>Week Four Trauma and Pastoral Care Responses</p> | <p>1. Required Reading: <i>Bearing the Unbearable</i> by van Duesen Hunsinger.</p> <p>2. Required Reading: Gospel of Mark, chapters 8-9.</p> <p>3. Required Watching: Worship in Times of Trauma: Gabriel Salguero https://worship.calvin.edu/resources/resource-library/worship-in-times-of-trauma-gabriel-salguero/ (3 minutes)</p> <p>Extra credit Watching: Trauma, Culture Care and Public Worship https://worship.calvin.edu/resources/resource-library/trauma-culture-care-and-public-worship/ (2 hours) Watch and post a prayer written in response to what you heard to extra credit assignment on Canvas.</p> <p>4. Online Assignments</p> <p>a. Choose one of the following options and post to the D-Board.</p> <p>i. Design a Pastoral Care plan for Gizelle, the case study used in chapter 2 of <i>Bearing the Unbearable</i> 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</p> | <p>Post to D-board</p> <p>Submit your Professional Quality of Life self-assessment.</p> <p>Responses to this week's online assignments will be in person during our intensive week.</p> |

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| | <p>van Dusen Hunsinger: scripture, prayer, doctrine, worship, sacraments and fellowship of the church.</p> <p>ii. 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.</p> <p>iii. 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 judgment or alienation in your church or ministry setting.</p> <p>b. Take the Professional Quality of Life Scale in Appendix 2 of <i>Bearing the Unbearable</i>. 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.</p> | |
| <p>Week Five</p> <p>Short-term Strategic Pastoral Care</p> | <ol style="list-style-type: none"> 1. Required Reading: <i>Strategic Pastoral Counseling</i> 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. Online assignment. Write a verbatim of a counseling encounter, analyze and create a counseling plan according to Benner's process. See Canvas for instructions. | <p>Turn in verbatim by Sat at midnight.</p> |
| <p>Week Six</p> <p>Spiritual Direction as Pastoral Care</p> | <ol style="list-style-type: none"> 1. Required Watching: The Journey of the Heart of Henri Nouwen https://www.youtube.com/watch?v=qnz0accKgRU (3 minutes) 2. Required Reading Gospel of Mark 13-14 | <p>Turn in and share your journals by Saturday at midnight.</p> |

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| | <p>3. Required Reading: <i>Spiritual Direction</i> by Nouwen et al</p> <p>Read a chapter a day of <i>Spiritual Direction</i> 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.</p> <p>4. Online assignment—Journal as outlined below.</p> <p>Monday: Preface and Intro and Chapter 1, Journal Q-1: Identify and name a persistent question at this time in your life.</p> <p>Tuesday, Chapter 2, Journal any of the 3 questions from the “Reflect and Journal” options</p> <p>Wednesday, Chapter 3 Journal Q-1 Who am I? What does your answer reveal about what you value?</p> <p>Thursday, Chapter 4, Write a 3 paragraph history with God following the 3 reflection questions on page 49.</p> <p>Friday, Chapter 5. Journal any one of the 3 questions from the “Reflect and Journal” options</p> <p>Saturday, Choose 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</p> | <p>Turn in your outline and bibliography (3 sources beyond course reading) for your final project by Saturday at midnight.</p> |
| <p>Week Seven</p> <p>Facing helplessness in ministry and the power of presence</p> | <p>Required reading:</p> <ol style="list-style-type: none"> 1. Required watching: Empathy vs. Sympathy by Brene Brown https://www.youtube.com/watch?v=1Evwgu369Jw 1. Required Reading Gospel of Mark, chapters 15-16. 2. Required Reading <i>Spiritual Direction</i> by Nouwen et al. <p>Monday, Chapter 6, Journal Q-1. How do you picture God? What does God look like and sound like when you close your eyes?</p> <p>Tuesday, Chapter 8, Journal Q-2: Who do you need to forgive for not being God?</p> | |

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| | 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. | |
| Week 8 Organizing Care and Professional Ministries of Care | Gathering Days: Monday: Organizing Congregational Care Ministries Tuesday: Day in the life of a Chaplain Wednesday am : Retreat and Spiritual Direction field trip to OB. Sunday midnight: Congregational Care Plan due on Canvas. | |

ASSESSMENT AND GRADING

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| <p><u>Sample</u> assignment distribution by points:</p> <ul style="list-style-type: none"> ● D-board: Introduction d-board <ul style="list-style-type: none"> ○ 50 plus 25 for response 75 ● D-board Vision of good life d-board <ul style="list-style-type: none"> ○ 50 plus 25 for response 75 ● Code of ethics assignment 80 ● D-Board Choice of book for reading round table 15 ● D-board on Bearing Unbearable <ul style="list-style-type: none"> ○ 50 plus 25 for response 75 ● Quality of Life self-assessment 75 ● Reading Roundtable presentation 80 ● Participation and small groups during intensive week 50 ● 15 minute one-on-one with prof 50 ● D-board of final project topic 15 ● Verbatim and analysis 80 ● Nouwen journals 80 ● Final Project <ul style="list-style-type: none"> ○ Outline and biblio 50 ○ Final draft 200 <p style="text-align: right;">Total possible points 1000</p> | <p><u>Sample</u> grade scale:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A=93-100</td> <td style="width: 50%;">C=73-76</td> </tr> <tr> <td>A-=92-90</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table> | A=93-100 | C=73-76 | A-=92-90 | C-=70-72 | B+=87-89 | D+=67-69 | B=83-86 | D=63-66 | B-=80-82 | D-=60-62 | C+=77-79 | F=0-59 |
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| B-=80-82 | D-=60-62 | | | | | | | | | | | | |
| C+=77-79 | F=0-59 | | | | | | | | | | | | |

INCLUSIVE LANGUAGE

The PLNU School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used language in ways that imply the exclusion or inferiority of women, the department urges students, faculty and staff to avoid sexist language in public discourse, in classroom discussions and especially in their writings.

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.

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](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

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 Undergraduate Academic Catalog.

