

SHAW UNIVERSITY
Divinity School
Introduction to Pastoral Counseling – PPC502 (3 credit hours)
Saturdays 7:30am-10:00am (Tupper 204)

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Mission of M.Div. and M.R.E. Degrees

The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church.

The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American church.

Program Goals for M.Div. and M.R.E. Degrees

The program goals for the Master of Divinity degree program are to:

1. Provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage;
2. Enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions;
3. Support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness
4. Expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership

The program goals for the Master of Religious Education degree program are to:

1. Equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry;
2. Help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs;
3. Assist students with personal growth and spiritual maturity; and
4. Provide skills in teaching and in design, administration, and assessment of educational programming.

Course Description:

As the core course in pastoral care for students in the M.Div. and M.R.E. degree programs, this course provides a basic introduction to the fundamental assumptions, principles, and methods of counseling in the context of Christian ministry. The course is designed to equip the minister to address himself/herself effectively to the psychological, sociological, and theological needs of people in a variety of situations. Emphasis is placed upon constructing and reflecting upon personal narratives in order to better understand pastoral identity and development. The course introduces basic frameworks and skills for pastoral practice and explores common issues presented in pastoral care.

Student Learning Outcomes:

Student Learning Outcomes At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes	Linkage to MRE Program Learning Outcomes
1. Explain several psycho-theological frameworks for pastoral care and counseling.	Reflection papers	1	1
2. Reflect biblically and theologically on common issues presented in pastoral care situations.	Reflection papers	1	1
3. Exhibit facility with foundational skills of listening, interviewing, and genogram construction.	Class participation	2, 3, 4	2, 3
4. Become acquainted with models for pastoral counseling for marriage and divorce, grief and loss, domestic violence, and gender issues.	Reflection papers	1, 2	1
5. Identify challenges posed by the minister's role as counselor, including establishment of boundaries, ethical behavior, and self-care.	Reflection papers Book review	3	3

Required Texts:

Students are expected to purchase the following texts:

1. Benner, David. 2003. *Strategic Pastoral Counseling: A Short-Term Structured Model*. Baker Academic. (ISBN 0801026318)
2. Culbertson, Philip. 2000. *Caring for God's People: Counseling and Christian Wholeness*. Minneapolis, MN: Fortress Press. (ISBN 0800631870)
3. Nouwen, Henri. *The Wounded Healer: Ministry in Contemporary Society*. New York, NY: Doubleday. (ISBN 0385148038)

4. Wolterstoff, Nicholas. 1987. *Lament for a Son*. Wm. B. Eerdmans Publishing (ISBN 080280294X)
5. Worden, J. William. *Grief Counseling and Grief Therapy: A Handbook for the Mental Health Professional* (4th Edition). Springer Publishing

The following chapters are also required and will be provided via Blackboard:

1. Beverly, Urias. 2003. *The Places You Go*. Nashville, TN: Abingdon Press. (*selections*)
2. Nichols, J. Randall. 2002. *Ending Marriage, Keeping Faith*. Eugene, OR: Wipf and Stock. (*selections*)
3. Poling, James Newton. 1997. Male violence against women and children. In *The Care of Men*, ed. Christie Cozad Neuger and James Newton Poling, 138-162. Nashville, TN: Abingdon Press.
4. Powell, Kevin. 2001. The sexist in me. In *Traps: African American Men on Gender and Sexuality*, ed. Rudolph P. Byrd and Beverly Guy-Sheftall, 221-222. Bloomington, IN: Indiana University Press.

As an additional resource, it is recommended that students own a copy of the following:

1. Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. Chicago, IL: University of Chicago Press.

Format and Requirements:

Class sessions will involve a variety of teaching/learning methodologies, including lecture, class discussion, role-playing, personal sharing, and small group exercises. Due to the intimate nature of the conversations that will be held in class, students are asked to maintain the confidentiality of their classmates.

Final grades will be based on the following requirements:

1. Class Participation (20%): Since the course involves the development of counseling skills, students are expected to be present for all classes, to have prepared readings and written work, and to participate actively in class discussions and exercises. Excessive unexcused absences, late arrivals, or poor participation will adversely affect final grades (Excessive means missing more than 20% of class sessions and poor participation means too little or too much talking in class).
2. Reflection Papers (15%): Students must complete **3** of 4 reflection papers (double-spaced, 2-3 pages, 1" margins, 12pt font) summarizing the major points in the readings for the week and posing 1-2 questions for class discussion. The reflection papers must be submitted via the Digital Drop Box **by noon on the day before class**. Due dates for the reflection papers are: January 24, January 31, March 28, and April 4.
3. Book Review (20%): Students will read Henri Nouwen's *The Wounded Healer: Ministry in Contemporary Society* and write a 4-5 page paper reflecting upon the major themes of the book. What is the significance of the book for this course? What does it imply about the role and life of the pastoral care provider? This paper is due via the Digital Drop Box **by the start of class on March 14**.
4. Spiritual Autobiography (30%): For the final paper, students will write 10-12 page spiritual autobiography (double-spaced, 1" margins, 12pt font) describing how their unique personalities, backgrounds, gifts and abilities, and faith traditions have shaped their understanding of their call

and impact their functioning in ministry. The paper is due via the Digital Drop Box by **5pm on April 25.**

Evaluation:

The following grading scale will be used:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Note: The minimum passing grade for students in the Divinity School is C.

Use of Technology:

All students in this course are required to have regular access to email and to the internet. The Shaw Blackboard site (<http://shawu.blackboard.com>) will be heavily used in this class. All course handouts (including readings, guidelines for completing assignments, and grading rubrics) will be made available via Blackboard. Students will also submit assignments and receive feedback using Blackboard's Digital Dropbox. Email will be the instructor's primary mode of contacting students outside of class hours.

Academic Integrity:

Students in this course are expected to abide by the Shaw University Code of Conduct. The university policy on plagiarism will apply to all assignments given in this course (see Student Handbook). Plagiarism involves the intentional or unintentional representation of another person's words and/or ideas as one's own. Students are expected to cite all materials, including scriptural references, using the formats described in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*.

If you need help determining whether to cite, see the guide on avoiding plagiarism at <http://library.duke.edu/research/plagiarism/index.html>.

Class Decorum Policy

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Dean of the Divinity School. The student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contribute to learning will be recorded, properly documented, and appropriately reported to the student and to the Dean of the Divinity School. The report will be in written form with a copy provided to both the student and the Dean of the Divinity School. The instructor will retain a copy for her own records.

Special Considerations:

Disabilities: Students with disabilities that may require extended exam times or other accommodations should contact Student Disability Services (Counseling Center 546-8284). The instructor cannot alter the course requirements for any disability without certification from this office.

Psychological Services: If at any time you feel that emotional distress is interfering with your class performance, please speak with the instructor. If you would prefer to speak with someone else, contact the Counseling Center at 546-8284.

COURSE SCHEDULE

This schedule and reading list are subject to change.

DATE	Student Learning Outcomes	Course Content & Readings	Mode of Instructional Delivery	Assignment Due	Assessment Tool
1/17		Introduction	Lecture		
1/24	1, 5	Context and Mission of Care Beverly, <i>The Places You Go</i> pp. 7-40 Brenner, <i>Strategic Pastoral Counseling: A Short-Term Structured Model</i> Chapters 1-2	Lecture Discussion	Reflection Paper on Readings	Reflection paper
1/31	1, 5, 6	A Theology of Wholeness Culbertson, <i>Caring for God's People</i> pp. 1-10, 256-276	Discussion	Reflection Paper on Readings	Reflection paper Spiritual autobiography
2/7		Biblical Foundations on Counseling	Lecture Discussion		
2/14	1	Psycho-Theological Frameworks Culbertson, <i>Caring for God's People</i> pp. 12-109	Lecture Discussion		Class participation
2/21	3, 6	Worden, <i>Grief Counseling and Grief Therapy: A Handbook for the Mental Health Professional</i>	Lecture Small group exercises		Class participation Spiritual autobiography
2/28	3, 6	Worden, <i>Grief Counseling and Grief Therapy: A Handbook for the Mental Health Professional</i>	Lecture Small group exercises		Class participation Spiritual autobiography

DATE	Student Learning Outcomes	Course Content & Readings	Mode of Instructional Delivery	Assignment Due	Assessment Tool
3/7	3, 6	Culbertson, <i>Caring for God's People</i> pp. 38-43 Wolterstoff, Lament for a Son	Lecture Small group exercises		Class participation Spiritual autobiography
3/14	1	Peeling the Onion (<i>All students must bring an onion</i>)	Class Exercise	Book Review	Class participation
3/21	2, 4, 6	Marriage and Divorce Culbertson, <i>Caring for God's People</i> pp. 112-189 Nichols, <i>Ending Marriage, Keeping Faith</i> pp. 84-98	Lecture Discussion		Class participation Spiritual autobiography
3/28	2, 4, 6	Domestic Violence Poling, "Male Violence against Women and Children" Powell, "The Sexist in Me"	Lecture Discussion	Reflection Paper on Readings	Reflection paper Class participation Spiritual autobiography
4/4	2, 4, 6	Illness, Death, & Bereavement Culbertson, <i>Caring for God's People</i> pp. 218-253	Lecture Discussion	Reflection Paper on Readings	Reflection paper Class participation Spiritual autobiography
4/11		NO CLASS: Easter and Spring Break			
4/18		NO CLASS: Easter and Spring Break			
4/25	2, 5, 6	Professional Issues Culbertson, <i>Caring for God's People</i> pp. 277-314	Lecture Discussion	Spiritual Autobiography	Spiritual autobiography
5/2	2, 5, 6	Integration and Wrap-Up	Discussion		

Reflection Paper Rubric

	Excellent 3 points	Satisfactory 2 points	Unsatisfactory 1 point
Summary of Content	Summary is accurate and well-integrated. Accurately and appropriately summarizes main point of reading(s) in own words. Attempts to integrate across material when multiple readings are assigned.	Summary lacks accuracy or integration. Summary is generally accurate but may miss key information, depend too heavily upon quoted material, contain inaccurate information, or misinterpret textual material. Summary may focus exclusively upon one reading without attempting to include others.	Summary lacks accuracy and integration. Paper is off-topic or gives minimal effort to summarizing only one reading. May consist largely of quoted material.
Reflection & Connections	There is evidence of critical engagement with and reflection upon the reading. Connections are made to personal thinking and experience. Implications for personal and pastoral practice are explored.	There is weak evidence of critical engagement with and reflection upon the reading. Paper may provide only cursory attempt to connect reading with personal thinking/experience and pastoral practice.	There is no evidence of critical engagement with and reflection upon the reading. Does not connect personal knowledge, attitudes, and behaviors with the reading. Does not discuss implications for pastoral practice.
Organization & Clarity	Writing is unified and focused and ideas are consistently clear. Writing flows well with few awkward phrases and paragraphs. Sentences and paragraphs consistently relate to each other and are well-developed. Transitions are consistently smooth. Language is professional.	Writing is acceptable but awkward, unclear, or unprofessional at times. Paper is reasonably written but may have some awkward phrases and/or paragraphs, abrupt or missing transitions, unclear or undeveloped ideas, or unprofessional language.	Lacks organization and logical flow. May seem to be "rambling" rather than thoughtful, planned writing. Ideas are frequently unclear.
Citations	Cites all material, including Scriptural references, appropriately using Turabian footnotes. Provides citations for all information that is quoted or paraphrased from another's work. Provides book, chapter, verse, and translation for all scriptural references and quotations.	Minor problems with citations. May provide source for material using inappropriate format. May generally cite correctly but demonstrate minor lapses.	Major problems with citations. Does not cite when necessary. May quote without providing page reference.
Grammar & Spelling	No grammar, spelling, or punctuation errors.	Minor grammar, spelling, and/or punctuation errors. Errors do not interfere with readability.	Frequent or severe grammar, spelling, and/or punctuation errors. Errors significantly interfere with readability.

Total points: 15