



AMBROSE
SEMINARY

FACULTY OF
THEOLOGY

PT 610 *Theology and Practice of Pastoral Care*
Directed Study: Fall 2009
Instructor: Peter Ralph

Contacting the Instructor

Office:

Class Times:

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Class Location: Directed Study

Course Description

The course is an in depth examination of the practice and theology of Pastoral care, as it specifically applies to leadership. The course has two major foci. It examines, on the one hand, the question of why leaders, pastoral and otherwise, engage in self destructive personal and organizational behaviour and, on the other, how the process of self reflection, listening to God and others, and the practice of spiritual disciplines, as well as creating a safe, holding environment for leaders can help to mitigate or possibly even eradicate these behaviours.

Course Objectives

Learning Outcomes

At the end of this course, students will

1. Have acquired a clearer understanding of the issues that affect pastoral care and self destructive behaviour.
2. Have developed a greater familiarity with key understandings and key players in the field of leadership development and spiritual disciplines.
3. Have developed a greater appreciation of the significance of Pastoral care on the process of self reflection.
4. Be able to better understand how to develop a contemporary perspective towards the practice of spiritual care, both in and outside of ministry.

Cognitive Skill Outcomes

As a result of this course, students will be willing and able to

1. Use the process of self reflection to examine both current and past practices of behaviour in order to determine their validity and impact on their leadership, personally and corporately.

2. Be able to create a program that incorporates spiritual disciplines into a holding environment for leaders, one that is safe, caring, accountable and transparent.
3. Exercise critical judgment and discernment in regards to which choices need to be made to encourage wise and appropriate behaviour and avoid addictions and phobias.

Required Texts

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership*.

Barton, Ruth Haley. *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation*.

Swinton, John. *Raging with Compassion*.

Recommended Texts

Baxter, Richard. *The Reformed Pastor*.

Collins, Jim. *How the Mighty Fall*.

Gregory the Great. *Pastoral Care*

Jones, Tony. *Read, Think, Pray, Live*.

_____. *The Sacred Way*.

May, Gerald. *The Dark Night of the Soul*

May, Gerald. *The Healing Power of Wilderness*

McNeal, Reggie. *A Work of Heart*.

Palmer, Parker. *An Undivided Life*. (Audio Book CD)

_____. *A Hidden Wholeness: The Journey toward an Undivided Life*.

Peterson, Eugene. *The Contemplative Pastor*.

Shawchuck, Norman and Roger Heuser. *Leading the Congregation: Caring for Yourself while Serving the People*.

Willard, Dallas. *The Spirit of the Disciplines*.

_____. *Knowing Christ Today*.

Wright, Norman H. *New Guide to Crisis and Trauma Counseling*.

Course Structure

As a directed study, this course primarily surveys the field of spiritual care as it pertains to the areas of leadership in a number of areas (pastoral, educational, and organizational). Therefore the course will have the following requirements:

A. Readings. **The required reading is a minimum of 2000 pages.** As a directed study, this is primarily a reading course. You are expected to keep a log of your readings. The log needs to indicate the material you have read and the amount of pages you have completed. The reading log is to be returned to the instructor **by** _____ .

B. Book reports will be submitted for the class texts. (Reports are to be 3-5 pages long) If the student has already read the text, a substitution may be made after consultation with the instructor. The reports will include a brief summary and critique of the book, as well as a personal reflection from the student, describing the extent to which the book is relevant to the student's anticipated ministry, and the reasons for this estimation.

Due: Week of _____

C. **Research Project:** The research project will be based on the creation of an approach that seeks to "pastor the pastor", if you will, and lay out the groundwork for a meaningful application of program and teaching designed to bring the leader to the place of restoration and wholeness through the creation of a safe and supportive environment which can "hold or support" the leader.

It may take the form of a **major paper** of 15-20 pages which integrates biblical, theological, class, and reference material in developing the student's personal philosophy and theology of spiritual care as it affects leaders. This paper is to deal with relevant biblical material, and theological as well as contemporary issues. It will reflect detailed research and personal reflection. It will conclude with two pages, which describe how the student's philosophy will be put into practice in ministry

OR

the creation of a guide that could be used individually or in a small group setting to begin the process of healing for those leaders who find themselves at the end of their abilities and want something more from their lives and ministries.

- The paper will be graded according to grid provided in the evaluation sheet attached to the current syllabus.
- The due date for the paper is _____.

Meeting with Professor: The student is expected to meet with the professor at least 3 times during the semester. We will meet on around _____, _____, and _____. Alternative times may be worked out according to both the professor and students availability. As a last resort said meeting may be carried out by telephone conversation.

Course Grade

1. Meeting with instructor	5%
3. Book Reports	35%
4. Reading Log	25%
5. Research project	35%

Important Notes

- Last day to enter course without permission and/or voluntarily withdraw from course without financial penalty: **Jan 16.**
- Last day to voluntarily withdraw from course or change to audit without academic penalty: **March 13.**
- It is the responsibility of all students to become familiar with and adhere to Ambrose Seminary Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.
- All assignments should be submitted by email to the instructor by the due date of the assignment. Please submit assignments in 'Word' format.

DISCLAIMER

The instructor reserves the right to change all or part of this syllabus as he seeks to adjust to advances in the field, the particular dynamics of the class, or whatever is in the best interest of students.

Student Name and Mail Box #

READING LOG

Material Read+One paragraph Summary	# Pages Completed	Date Completed	Instr. Initials
TOTAL		////////////////	

EVALUATION SHEET FOR TERM PAPERS

CONTENT AND STRUCTURE	80%	<input type="text"/>
1. Clarity of Thesis Statement	15%	_____
Did the student have a clearly defined thesis?		
Did the student clearly articulate the thesis?		
2. Structural Organization	10%	_____
Did the paper show evidence of cohesion?		
Did the introduction prepare you for the rest of the paper?		
Did the flow of the paper prepare for the conclusion?		
Did the paper show evidence of a logical outline?		
Did the student emphasize enough the main points?		
3. Relevance and Quality of Arguments	15%	_____
Were the student's arguments relevant to the issue?		
Were the arguments persuasive enough?		
Were the arguments qualitatively strong?		
Were the arguments coherent?		
Did the arguments build up to the conclusion of the paper?		
4. Creativity and Critical Thinking	15%	_____
Did the student show evidence of creativity and critical thinking?		
Did the student critically engage the sources available?		
Did the student innovate where innovation was needed?		
5. Quality of Bibliography and Research	15%	_____
Does the research show evidence of an awareness of the main thinkers on the question at hand?		
Does the research draw from sources reputed reliable?		
Is the paper based on a broad enough bibliography to warrant the conclusion?		
6. Entailment and Clarity of Conclusion	10%	_____
Is the conclusion of the paper clear?		
Is the conclusion a logical entailment of the paper's arguments?		
MATTERS OF FORM	20%	<input type="text"/>
1. Writing Style	5%	_____
Is the student's writing style elegant?		
Is the student's writing style in keeping with academic standards?		
2. Grammar and Spelling	5%	_____
Is the student's written language grammatically adequate?		
3. Format	5%	_____
Did the student follow the accepted norm of research papers (Turabian)?		
4. Appearance	5%	_____
Is the paper's appearance elegant?		

GENERAL COMMENTS:

TOTAL GRADE:

Percentage:

Letter Grade