



Course ID:	Course Title:	Winter 2017
PT 610	The Theology & Practice of Pastoral Care (formerly The T&P of Spiritual Care)	Prerequisite: PT501 or Bachelor in Theology
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday	Instructor:	Mark Buchanan, BFA (UBC), MCS (Regent)	First day of classes:	Tues, Jan 10, 2017
Time:	2:30-5:15	Email:	mbuchanan@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 15, 2017
Room:	L2100	Phone:	403-4100-2000, ext. 7907	Last day to request revised exam:	Mon, Mar. 6, 2017
Lab/ Tutorial:	NA	Office:	L2071	Last day to withdraw from course:	Fri, Mar. 17, 2017
		Office Hours:	By Appt.	Last day to apply for coursework extension:	Mon, Mar. 29, 2017
Final Exam:	NA			Last day of classes:	Tue, April 11, 2017

Course Description

This course introduces the student to the ministry of the care of souls. Aspects of congregational care and ministry through ritual are explored. Students will examine ministry to institutionalized persons and will begin to develop specific care-giving skills.

Particularly, we will look at what caring for others (and ourselves) means in light of Trinitarian theology and in the context of Christian community. We will delve into what it means to be (in Henri Nouwen’s arresting phrase), “wounded healers,” and (in the Apostle Peter’s evocative language), “a royal priesthood,” and (in the Apostle Paul’s stirring description) “ambassadors of reconciliation.” And we will inquire into what is involved in our church communities becoming (in Larry Crabb’s hopeful vision) “the safest place on earth.” The student, by the end of the course, should be familiar with the Trinitarian theology that undergirds all acts of care, as well a grasp some best practices for giving and receiving such care.

Prerequisite: PT 501 or an undergraduate degree in Theology.

Expected Learning Outcomes

The engaged and attentive student should come away from the course with the following:

1. A theology of pastoral care that is rooted in both Scripture and best practices.
2. An appreciation and understanding of the role of pastoral care in the history, mission and identity of the Church.
3. A sense of the wealth and breadth of spiritual care practices, especially as they relate to our current place and time.
4. A deepened capacity to both receive and extend spiritual care.
5. A growing sense of how to build and sustain spiritual care within Christian community.

Textbooks

- Mitchell, Kenneth R., et al. *All Our Losses, All Grievs: Resources for Pastoral Care*. Louisville, KY: Westminster John Knox Press, 1983.
- Savage, John. *Listening & Caring Skills: A Guide for Groups and Leaders*. Nashville, TN: Abingdon Press, 1996. (**NOTE:** This book will be the basis for a student-led, in-class workshop)
- Swinton, John. *Raging with Compassion: Pastoral Responses to the Problem of Evil*. Grand Rapids, MI: Eerdmans, 2007.

Course Schedule (Tentative)

January	10	Which of These Three Do You Think Was a Neighbor? - Introduction & Overview
	17	Do You Want to Get Well? - Our Woundedness & Hidden Wholeness
	24	Do You See this Woman? - Hospitality & Being a Community of Grace
	31	I Have Come Down... I am Sending - The Ministry of Presence
February	7	Listening & Caring Skills – In-class, student-led Workshop
	14	How Long, O Lord? - Suffering & the Problem of Evil
	21	Reading/Modular Week - No Class
March	28	Godly Men Buried Stephen and Mourned Deeply for Him - Death & Dying
	7	We Had to Celebrate - Community & the Serious Business of Joy
	14	Treasures in Jars of Clay - Practices of Self-Care
	21	Special Considerations I - The Fool, the Mule, the Wolf, the Dog Who Returns
April	28	Special Considerations II - Mental Illness, Special Needs, the Elderly, the Abused
	4	Special Considerations III - Spiritual Direction
	11	Go & Do Likewise - Conclusion

Requirements:

1st Assignment (Due midnight, Monday, January 30):

- Write a 1000-word paper on 3 pastoral care practices derived, explicitly or implicitly, from one New Testament letter. (Learning Outcomes 1-3).

Or

- Write a 1000-word paper one story of Jesus interaction with a person or people (suggestions: the woman at the well, Zacchaeus, the rich young ruler, Blind Bartimaeus, the 10 lepers, etc.), reflecting on Jesus' ways of caring for people. (Learning Outcomes 1-3).

2nd Assignment (Due midnight, Monday, March 13):

- Research and write a 1500-word paper reporting and reflecting on a personal interview with a parish nurse, pastor of care ministry, chaplain, Christian counselor, or the like, about their work. See **Moodle** for suggested interview questions. (Learning Outcomes 3-5).

Or

- Research and write a 1500-word paper describing and reflecting on a first-hand exploration of one church's ministry in some area of pastoral care (e.g., visitation, recovery, deliverance, healing prayer, grief care, discipleship, hospitality, etc.). (Learning Outcomes 3-5).

Or

- Research and write a 1500-word paper describing and reflecting on some aspect of pastoral care practiced by the church historically (e.g., catechesis, visitation, exorcism, widows and orphans, care for the sick and dying, rescue of infants, etc.). (Learning Outcomes 3-5).

3rd Assignment (Due midnight, Monday, April 10):

- a. Write a 2000-word paper exploring the theological & practical dimensions of a single aspect of pastoral care (grief & loss, marriage, gender dysphoria, sexual issues, depression, addiction, mental health, spiritual direction, hospital visitation, care of vulnerable people, etcetera). **Must show integration of lectures, class discussions, and readings.** (Learning Outcomes 1-5).

4th Assignment (Due midnight, Monday, February 27):

- a. Write a 1-page (1.5 spacing, 12 pt. *New Times Colonist*, *Ariel* or *Garamond*) précis of **2** of the required textbooks. This is strictly a summary of the book; this is not a critique, an analysis, a reflection, or a response. See **Moodle** for guide to writing a précis. **Must not exceed 1-page per book.**

Or

- b. Write a 3-4-page (1.5 spacing, 12 pt. *New Times Colonist*, *Ariel* or *Garamond*) summary, evaluation and critique of **1** of the required texts.

5th Assignment (Due midnight, Monday April 11):

Complete Reading Log. See **Moodle** for template.

Please submit through **Moodle** an electronic copy in **Word** format on or before the due date (no later than midnight on due date).

Format: All papers must:

- Be double-spaced (except for reading reports, which can use 1.5 spacing).
- Use *Times New Roman*, *Arial* or *Garamond* 12-point font.
- Be numbered.
- Cite sources properly. NOTE: The student can use his/her preferred style (e.g. Kate Turabian's *A Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper.
- Use inclusive language. The student is encouraged to avoid the consistent use of masculine terminology in reference to people in the general sense. For example, prefer using the terms "humanity" or "people" or "humankind" over the terms "man" or "mankind" when referring to the human race.
- Include a title page.

Late Policy: Only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.) will the instructor grant an extension. **All requests for extension must be submitted in writing on or before the assignment's due date.** Otherwise, any submissions received later than midnight on the due date will be deemed late and penalized at a 5% deduction per day. Any submission later than a week past the due date, unless negotiated with the Instructor & Registrar, will automatically receive an F.

Evaluation:

Assignment 1, a or b (due Jan 30)	20%
Assignment 2, a, b or c (due Mar 13)	20%
Assignment 3, a (due Apr 11)	35%
Assignment 4, a or b (due Feb 27)	15%
Assignment 5: Reading Log (due Apr 11)	10%

Attendance:

Although attendance does not make up any part of your grade, you are expected to fully participate in class discussions, exercises, and roll plays and to integrate the course material into your written work (see especially Assignment 3). Therefore, you are expected to attend and participate in every class.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Bibliography of Recommended Works:

- Bell, Roy. *The Five-Minute Conversation: Encouraging & Empowering through Brief Encounters*. Vancouver, BC: Regent College Publishing, 2003.
- Benner, David G. *Sacred Companions: The Gift of Spiritual Friendship & Direction*. Downers Grove, IL: IVP Books, 2002.
- Bernanos, Georges. *The Diary of a Country Priest: A Novel*. Philadelphia, PA: De Capo Press, 2002 (O. 1937).
- Bonhoeffer, Dietrich. *Life Together: The Classic Exploration of Christian Community*. San Francisco, CA: HarperOne, 1978 (O. 1945).
- Buchanan, Mark. *Spiritual Rhythm: Being with Jesus Every Season of Your Soul*. Grand Rapids, MI: Zondervan, 2009.
- _____. *Things Unseen: Living in Light of Forever*. Colorado Springs, CO: Multnomah, 2002.
- Cook, Jerry. *Love, Acceptance & Forgiveness: Being Christian in a Non-Christian World*. Ventura, CA: Regal, 2009.
- Crabb, Larry. *Connecting: A Radical New Vision*. Nashville, TN: Word Publishing, 1997.
- _____. *Becoming a True Spiritual Community: A Profound Vision of What the Church Can Be*. (Also published as *The Safest Place on Earth: Where People Connect & are Forever Changed*). Nashville, TN: Thomas Nelson, 2007.
- De Vinck, Christopher. *The Power of the Powerless*. Grand Rapids, MI: Zondervan, 1988.
- Dobson, James. *When God Doesn't Make Sense*. Wheaton, IL: Tyndale House, 1993.
- Eclov, Lee. *Pastoral Graces: Reflection on the Care of Souls*. Chicago, IL: Moody publishers, 2012.
- Greene-McCreight, Kathryn. *Darkness is My Only Companion: A Christian Response to Mental Illness*. Grand Rapids, MI: Brazos Press, 2006.

- Hanson, David. *The Art of Pastoring: Ministry Without All the Answers*, Rev. Ed.. Downers Grove, IL: IVP Books, 2012.
- _____. *The Power of Loving Your Church: Leading through Acceptance & Grace*. Minneapolis, MN: Bethany House, 1998.
- Hastings, W. Ross. *Where Do Broken Hearts Go? An Integrative Participational Theology of Grief*. Eugene, OR: Cascade Books, 2016.
- Keller, Timothy. *The Meaning of Marriage: Facing the Complexities of Marriage with the Wisdom of God*. New York, NY: Dutton, 2011.
- Lane, Belden C. *The Solace of Fierce Landscapes: Exploring Desert & Mountain Spirituality*. New York, NY: Oxford University Press, 1998.
- Larkin, Nate. *Samson & The Pirate Monks: Calling Men to Authentic Brotherhood*. Nashville, TN: Thomas Nelson, 2006.
- Lawrenz, Mel. *Whole Church: Leading from Fragmentation to Engagement*. San Francisco, CA: Jossey-Bass, 2009.
- Lewis, C.S. *A Grief Observed*. New York, NY: Faber & Faber, 2012 (O. 1961).
- _____. *The Problem of Pain*. San Francisco, CA: HarperCollins, 2009 (O. 1940).
- Long, Thomas G. *Accompany Them with Singing: The Christian Funeral*. Louisville, KY: John Knox Press, 2009.
- Macchia, Stephen A. *Becoming a Healthy Church: Traits of a Vital Ministry*. Grand Rapids, MI: Baker Books, 1999.
- MacDonald, Gordon. *A Resilient Life: You Can Move Ahead No Matter What*. Nashville, TN: Thomas Nelson, 2004.
- Manning, Brenan. *The Ragamuffin Gospel: Good News for the Bedraggled, Beat-Up & Burnt-Out*. Colorado Springs, CO: Multnomah, 2005.
- Martin, Jim. *The Just Church: Becoming a Risk-Taking, Justice-Seeking, Disciple-Making Congregation*. Nashville, TN: Tyndale Momentum, 2012.
- Mason, Mike. *The Mystery of Marriage: Meditations on the Miracle*. Colorado Springs, CO: Multnomah, 2010.
- _____. *The Gospel According to Job: An Honest Look at Pain and Doubt from the Life of One Who Lost Everything*. Wheaton, IL: Crossway Books, 2002.
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York, NY: Crossroad, 1999.
- _____. *Life of the Beloved: Spiritual Living in a Secular World*. New York, NY: Crossroad, 2002.
- _____. *Out of Solitude: Three Meditations on the Christian Life*, 2nd Ed. New York, NY: Ave Maria Press, 2004.
- _____. *The Return of the Prodigal Son*. New York, NY: Image, 1994.
- _____. *The Wounded Healer: Ministry in Contemporary Society*. New York, NY: Image, 1979.
- Oden, Thomas C. *Pastoral Theology: Essentials of Ministry*. New York, NY: HarperOne, 1983.

- Ortberg, John. *Love Beyond Reason: Moving God's Love from Your Head to Your Heart*. Grand Rapids, MI: Zondervan, 1998.
- Peck, M. Scott. *People of the Lie: The Hope for Healing Human Evil*. New York, NY: Simon & Schuster, Inc., 1983.
- Peterson, Eugene H. *The Pastor: A Memoir*. San Francisco, CA: HarperOne, 2011.
- Plantinga, Cornelius, Jr. *Not the Way It's Supposed to Be: A Breviary of Sin*. Grand Rapids, MI: Eerdmans, 1995.
- Pope Francis. *The Name of God is Mercy*. New York, NY: Random House, 2016.
- Ramshaw, Elaine. *Ritual and Pastoral Care*. Philadelphia, PA: Fortress Press, 1987.
- Scott, Susan. *Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time*. New York, NY: Berkley Books, 2004.
- St. John of the Cross. *Dark Night of the Soul*. Trans. by E. Allison Peers. New York, NY: Image, 1959.
- Scazzero, Peter. *The Emotionally Healthy Church: A Strategy for Discipleship the Actually Changes Lives*. Grand Rapids, MI: Zondervan, 2003.
- _____. *Emotionally Healthy Spirituality: Unleash a revolution in Your Life in Christ*. Grand Rapids, MI: Zondervan, 2006.
- Smith, James Bryan. *The Good & Beautiful Community: Following the Spirit, Extending Grace, Demonstrating Love*. Downers Grove, IL: IVP Books, 2010.
- Stevens, R. Paul. *Down-to-Earth Spirituality: Encountering God in the Ordinary, Boring Stuff of Life*. Downers Grove, IL: IVP Books, 2003.
- Taylor, Barbara Brown. *An Altar in the World: A Geography of Faith*. San Francisco, CA: HarperOne, 2009.
- Thomas, Gary. *Sacred Marriage: What if God Designed Marriage to Make Us Holy More than Make Us Happy?* Grand Rapids, MI: Zondervan, 2000.
- Tournier, Paul. *The Meaning of Persons*. San Francisco, CA: Harper & Row, 1957.
- Vanier, Jean. *Community & Growth*, 2nd Edition. New York, NY: Paulist Press, 1989.
- Vogel, Arthur A. *God, Prayer & Healing: Living with God in a World Like Ours*. Grand Rapids, MI: Eerdmans, 1995.
- Voskamp, Ann. *The Broken Way: A Daring Path into the Abundant Life*. Grand Rapids, MI: Zondervan, 2016.
- _____. *One Thousand Gifts: A Dare to Live Fully Right Where You Are*. Grand Rapids, MI: Zondervan, 2010.
- Williams, Margery. *The Velveteen Rabbit*. New York, NY: Doubleday, 1958.
- Willimon, William H. *Pastor: The Theology & Practice of Ordained Ministry*. Nashville, TN: Abingdon Press, 2002.
- Wolfteich, Claire E. *Lord, Have Mercy: Praying for Justice with Conviction & Humility*. San Francisco, CA: Jossey-Bass, 2006.
- Yaconelli, Michael. *Messy Spirituality: God's Annoying Love for Imperfect People*. Grand Rapids, MI: Zondervan, 2002.
- Yancey, Philip. *Where is God When it Hurts?* Grand Rapids, MI: Zondervan, 1997.

Ambrose University Academic Policies

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination

time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.

How to Write a Good Academic Paper (Adapted from an article by Dr. Bill McAlpine)

Reading a well-thought, well-argued, well-researched, well-written paper is one of a teacher's delights. But reading a poorly reasoned, thinly researched, sloppily written paper is one of a teacher's torments.

You are asked to write an *academic paper*. This is not the same as an essay, personal reflection, or thought-piece. It's its own creature. Hopefully the following suggestions will help you.

- ✓ **Research.** Start thinking about and reading for the paper early. Insight from good research seldom, if ever, comes from crunching and scrambling. Asking God for a miracle when you've put off your research until the last moment is an act of presumption, not faith. Complete most of your research before starting to write. Try to establish a preliminary outline early in the process. **(please consult Late Policy in syllabus).**
- ✓ **Reflection.** Prior to writing your final draft you should be able to answer the following questions:
 - What is my central theme?
 - What questions I am addressing related to this theme?
 - What line of argument am I taking in answering these questions?
- ✓ **Thesis.** Surprise endings are great in movies but terrible in academic paper. The ending, and how you arrive at it, should be evident from the beginning. Your first paragraph should grab the reader's attention and convince him/her that what follows merits their careful attention and reflection. Your second paragraph should provide a clear purpose statement, and should describe the overall direction of your paper, the conclusions you have come to, and the line of argument you will take to get there. This, in essence, is your thesis.
- ✓ **Argumentation, not assertion.** A paper like this should both develop and demonstrate your skills of analysis, evaluation, and critical thinking. Therefore, a bare summary of other people's views and ideas is inadequate. Likewise, a bald assertion of your personal opinion or conviction devoid of reasonable argumentation and substantiation is inadequate. Simply emoting – "I really like this book..."; "I didn't enjoy his lecture..." – is both lazy and vapid.

- ✓ Conclusion: Conclude well. A summary is not a conclusion. A conclusion demonstrates that you have interpreted, reflected on, and, where appropriate, applied your research convincingly.
- ✓ Style: Academic writing does not have to be boring. Be creative. Be interesting. Avoid clichés and the passive voice. Don't be afraid to use personal pronouns. Each paragraph should address one idea and each sentence should be grammatically correct. Use a rich and varied vocabulary but also strive for simplicity, brevity, and clarity - avoid too many words and too many big words. Read your paper out loud, or have someone else read it to you: even beginner writers can *hear* sloppy writing better than they can *see* it.