

Hyo Jeong International Graduate School for Peace and Public Leadership

Draft

PAS. 5101 PASTORAL CARE AND COUNSELING

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Course Description

Exploring the role of the minister in pastoral care and counseling will be the focus of this course. Students will be introduced to Biblical concepts and to the relationship between Christian counseling and psychological theory based on the integrated model. Instances when counseling is appropriate will be identified, such as when members of a congregation experience bereavement, illness or when they are preparing for marriage or for the birth of a child. Professional limits will be discussed to help students identify whether intervention or referral to other professionals is the best response. Attention will also be paid to care of whole communities. Case studies will be used. Students will have some practical skill-based assignments for reflective listening and relationship coaching.

3 Credits.

Course Outcomes

HJI educates people of faith for ministry and professional life by engaging them in personal spiritual formation, equipping them with resources for sound theological and intercultural understanding, and empowering them to serve communities of the Christian, Unificationist, and diverse faiths, to the glory of God and benefit of humanity. These areas are addressed in the Pastoral Care and Counseling course. Each student will strive to have made progress by the conclusion of the semester in:

1. grasping a basic understanding of the historical and theological aspects of pastoral care and counseling;
2. developing and refining a conceptual framework for understanding the dynamics of pastoral care and counseling in marriage & family ministries consistent with one's theological commitments;
3. enhancing personal spiritual formation in pastoral care and counseling, while gaining insight into self-care and pastoral care.
4. identifying basic developmental issues in the human life-cycle and applying appropriate theological responses to persons struggling with these issues;
5. improving skills in the art of listening; as well as coaching listening skills of others
6. explaining the basic skills needed for effective pastoral care and counseling;

7. facilitating personal agency and efficacy (personal, social, political empowerment and transformation).

Required Texts

Required textbooks may be purchased online through such source as Amazon.

Howard Clinebell. Basic Types of Pastoral Care and Counseling: Resources for the Ministry of Healing and Growth, Abingdon Press, Nashville, 2011, ISBN -13: 978-0-687-66380-4 Available on Kindle

David G. Brenner. Strategic Pastoral Counseling: A Short-Term Structured Mode, second edition, Baker Academic, Grand Rapids, MI, 2003, ISBN 10: 0-8010-2631-7 Available on Kindle

Recommended Reading

Charles V. Gerkin. The Living Human Document: Re-Visioning Pastoral Counseling in a Hermeneutical Mode, Abingdon Press, Nashville, February 1, 1984, Paperback \$13.02. ISBN 978-0687223725

David K. Switzer. Pastoral Care Emergencies, Fortress Press, Minn. 2000. ISBN 0-8006-3228-1

Jeanne Stevenson-Moessner. A Primer in Pastoral Care. Fortress Press, Minn. 2005, ISBN 0-8006-3760-7

C. G. Jung. Modern Man In Search of Soul, Harper Collins, New York, 1st Published 1933, Paperback \$17.09. ISBN 978-0-15-661206-7

Joana Grover and Jonathan Rhodes. The Choice Point, Hachette Go, New York, June 2023, Hardback \$25.20. ISBN: 9780306830273

Philip Browning Helsel. Pastoral Care and Counseling, Paulist Press International, U.S., January 2019

Frank Lake. Clinical Theology: A Theological and Psychiatric Basic to Clinical Pastoral Care, Volume 1, Emeth Press, 2006

Brené Brown. Atlas of the Heart, Random House, November 22, 2022, Paperback \$23.99. ISBN: 13-978-0593207246

Kenny J. Walden. A Pastor's Poetry: Volume One, Aventine Press, 2012.

Jacqueline B. Persons. Cognitive Therapy in Practice: A Case Formation Approach, W.W. Norton & Company, 1989.

Jacqueline B. Persons. The Case Formation Approach to Cognitive Behavioral Approach, Guilford Press, 2012.

Michael A., Ph.d. Tompkins. Essential Components of Cognitive-Behavior Therapy for Depression, American Psychological Association, 2001.

Allen Wilcoxon, Theodore Remley, Samuel T. Gladding. Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy (5th Edition), Pearson, 2013

James Robert Bitter. Theory and Practice of Family Therapy and Counseling, Valorie Books, 2008

Henri J.M. Nouwen. The Wounded Healer, Doubleday Image, 1979

Judith Allen Shelly. Spiritual Care: A Guide for Caregivers, IVP, 2000

David G. Benner. Care of Souls: Revisioning Christian Nurture and Counsel, Baker Books, 1998

Course Requirements and Grading (Tentative)

1. Class attendance – discussion board participation. 10%
2. One-page reflection paper on five readings. (5 assignments) 25% Total
3. Case Study assignment 10%
4. Listening Practice and Couple Instruction Practice and Analysis 7-8 pages 25%
5. Final Paper on Pastoral Care or Counselling in your community or prospective population. A. Description of challenging situation, issue, and population, B. Analysis of factors and questions to be explored, and C. Proposed pastoral solutions, bringing God into the dialogue with practical examples. The paper is an opportunity to explore in depth an area of interest related to pastoral care and counselling. 12-14 pages 30%

GRADING/EVALUATION

Grades are recorded by letter.

A Excellent

B Good

C Acceptable

D Acceptable, but below expectations

F Failure

Grading Rubric:

In calculating the final grade for the course, letter grades for assignments are converted into the following numerical equivalents, and the total is then converted back to a letter grade. **A detailed rubric for each assignment has been provided beginning on page 13 of the syllabus.**

A	97	A-	91.5	B+	87
B	82	B-	77	C+	72.5
C	67.5	C-	62.5	D+	57.5
D	53	D-	50	F	0

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

In computing the cumulative grade point average (G.P.A.), the following quality point scale is used:

A 4.00	A- 3.67	B+ 3.33
B 3.00	B- 2.67	C+ 2.33
C 2.00	C- 1.67	D+ 1.33
D 1.00	D- 0.67	F 0.00

Incompletes are given only when there are compelling medical or personal reasons.

*See HJI catalog for a detailed grading policy.

Course Learning Outcomes Rubric

Learning Outcome	Novice	Approaching	Proficient	Advanced	Score

<p>1. Explicate theological principles for specifying a basic understanding of the historical and theological aspects of pastoral care and counseling</p>	<p>Limited use of theological categories in understanding of the impact of the historical and theological aspects of pastoral care and counseling</p>	<p>Explicates 30% of theology and historical aspects of pastoral care and counseling</p>	<p>Explicates 60% of theology principles of marriage and family ministry on family unit presented in the course, sometimes referencing Bowen theory.</p>	<p>Explicates 80% of the historical and theological aspects of pastoral care and counseling</p>	
<p>2. Developing and refining a conceptual framework for understanding the dynamics of pastoral care and counseling in marriage & family ministries consistent with one's theological commitments</p>	<p>Describes development of a conceptual framework for understanding the dynamics of pastoral care and counseling in marriage & family ministries</p>	<p>Insert a conceptual framework for understanding the dynamics of pastoral care and counseling in marriage & family ministries</p>	<p>Recognizes dynamics of pastoral care and counseling in marriage & family ministries</p>	<p>Recognizes a framework for dynamics of pastoral care and counseling in marriage & family ministries so as to describe the contextual situation.</p>	
<p>3. Evaluating personal spiritual formation in pastoral care and counseling, while gaining insight into self-care and pastoral care.</p>	<p>Self-evaluating personal formation within the context of pastoral care and counseling.</p>	<p>When evaluating the self develops an understanding of pastoral care and counseling.</p>	<p>When evaluating the individual self, seeks to understand the dynamics of pastoral care and counseling within the context of clinical settings.</p>	<p>When evaluating personal self-formation within the context of clinical settings and the effects of pastoral care and counseling on the care of souls.</p>	

<p>4. Identify basic developmental issues in the human life-cycle and applying appropriate theological responses to persons struggling with these issues</p>	<p>Presenting identified unique developmental stages, history and cultural relatedness in clinical settings.</p>	<p>Presenting identified unique developmental stages, history and cultural relatedness of one's family through the paradigm of pastoral care and counseling.</p>	<p>Presenting identified unique developmental stages, history and cultural relatedness with reference to eclectic pastoral care and counseling paradigms within clinical settings.</p>	<p>Presenting identified unique developmental stages, history and cultural relatedness in comparison of socio-religious ministry principles and pastoral care and counseling within clinical settings</p>	
<p>5. Write out a plan for facilitating personal agency and efficacy: personal, social, political empowerment and transformation through the clinical setting of pastoral care and counseling</p>	<p>Writing out a master plan in facilitating personal agency and efficacy: personal, social, political empowerment and transformation, including suggestions of Scriptural & Church tradition resources</p>	<p>Writing out a master plan in facilitating personal agency and efficacy: personal, social, political empowerment and transformation, including suggestions of religious and psycho-soci al resources</p>	<p>Write out a master plan in facilitating personal agency and efficacy: personal, social, political empowerment and transformation, including Biblical resources for a wide range of family systems within a definable socio-context impacting the familial ethics</p>	<p>Write out a master plan in facilitating personal agency and efficacy: personal, social, political empowerment and transformation, detailing the effects of social ethics on solidarity within the clinical setting of the Church and the resources for effective transformation.</p>	

PLAGIARISM AND ACADEMIC INTEGRITY POLICY:

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of

dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student's own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI. Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer's work is the student's own. In these cases of plagiarism, the instructor may give the student an "F" for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an "F" for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

NETIQUETTE:

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries LMS has robust security measures to

protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied. Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing, or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful, or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

READING ASSIGNMENTS AND CLASS SCHEDULE: Schedule is tentative.

Class 1: January 26: Introduction to Pastoral Care and Counseling

- Overview of the course
- Introducing ourselves, our background and engagement with pastoral care and counseling, objectives for the class
- Homework: write an introduction of yourself: where you are from, are you married, engaged, or single, your mission or job currently, and hopes future roles if this is the case. Share your experience and training in pastoral care and counseling, the population you serve or hope to serve in the future. Describe how your personality suits pastoral care and counseling and some areas that may need strengthening. What challenges you most in pastoral care or counselling, and your objectives for this class? Aprox. 300 – 400 words

Class 2: Understanding the role of pastoral caregivers

- Introduction to key concepts in pastoral counseling

Read chapter 1: Understanding Pastoral Counseling, Elizabeth A. Maynard and Jill L. Snodgrass, p. 21-32

Class 3: The Hermeneutical Mode of Pastoral Counseling

- Exploring Gerkin's hermeneutical approach
- Applying interpretive methods in pastoral care

Class 4: Integration of Psychology and Spirituality

- Examining the intersection of psychology and spirituality in counseling
- Case studies and practical applications

Class 5: Integrating Faith and Spirituality in Counseling

- Nurturing spiritual growth and exploration in counseling
- Supporting individuals in their faith journeys
- Homework: What two Scriptures inspire you and suit your perspective on pastoral care and counseling?

Class 6: Empathy and Connection in Counseling

- Fostering empathy and building relationships with care recipients
- Practicing active listening and presence in pastoral care
- Brené Brown's research on vulnerability and shame
- Cultivating courage and resilience in counseling practice

Class 6: Marriage and Family stages of development

- Three Essentials of Effective Communication

<https://www.youtube.com/watch?v=Ra6L83XwLko>

Class 7: Dealing with the Emotions in Conflict

- Conflict Resolution Method

-Speaker and listener rules and roles : <https://www.youtube.com/watch?v=xcBexE7mhSU>

Class 8: Supporting parents' emotional and spiritual growth,

- Teaching and modeling purpose, principles, and morals to children

<https://ifstudies.org/blog/parenting-with-purpose>

Class 9: Short term Strategic Pastoral Counselling

- Structure, specific goal, time frame

Class10: Ethics and Boundaries in Pastoral Counseling

- Understanding ethical considerations in pastoral care
- Setting boundaries and maintaining professionalism

Class 11: : Dealing with Cultural Conflicts and Controversy

- Handling Issues that contradict your beliefs or values

<https://www.youtube.com/watch?v=glQmFQNtEo0> Lila Rose addressing LGB in Christian counseling

Class 12: Dealing with Bereavement and dying

- Theology on life after death
- The lost art of dying

Class 13 Trauma and Healing

- Recognizing and responding to trauma in pastoral care
- Implementing trauma-informed approaches in counseling

Class 14: Self-Care and Reflection for Pastoral Caregivers

- Prioritizing self-care and managing burnout
- Practicing reflection and mindfulness in pastoral work

Class 15:

- Final Reflection and Integration
- Reviewing key concepts and insights from the course
- Reflecting on personal growth and development as a pastoral caregiver

