Northern Seminary  
PC 301 Introduction to Pastoral Care  
Spring 2018  
Tuesdays 4 PM to 6:40 PM  
April 3, 2018-June 5, 2018

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Course Description  
This introductory course is designed to challenge students to think theologically while engaging a holistic approach to pastoral care. This course will increase one's understanding of the extensive scope of pastoral care issues while equipping students with the necessary skills to effectively offer care while encouraging theological reflection and critical thinking of challenging care issues.

This course will utilize various teaching methods including lecture and case study. Discussions will be moderated in a spirit of understanding and mutual respect in a supportive environment that recognizes we are all in process.

Course Objectives  
Upon Completion of this course, students will:

- Effectively integrate theological, sociological and psychological disciplines into pastoral care.
- Understand the skills necessary for developing effective communication with people from diverse backgrounds that promote cooperation, understanding and interest in others.
- Apply appropriate ethical decision making into their role as caregiver.
- Demonstrate the ability to appropriately and effectively intervene in emergency and crisis situations.
- Understand the importance of self-care.
- Be empowered to mobilize others and leverage community resources for the care of congregants.

Required Texts  


**Required Articles**


**Bibliography**


**Course Requirements**
- Regular class attendance and participation.
- Completion of required reading.
- Timely completion of class assignments.

**Grading and Grading Scale**
- Attendance and Participation: 30%
- Reflection Journals 30%
- Final paper (Due June 5, 2018): 40%

**Attendance Policy**
Failure to attend 80% of the classes for a classroom 10-week term is grounds for automatic failure. Attendance expectations are higher for intensive, hybrid, and online courses. A professor may set other attendance expectations. Students are always expected to notify a professor in advance if they will be absent.

**Grading Scale:**
- A = 100-95
- A- = 94-90
- B+ = 89-87
- B = 86-83
- B- = 82-80
- C+ = 79-77
- C = 76-73
- C- = 72-70
- D+ = 69-67
- D = 66-63
- D- = 62-60
- F = 59 and below

**NOTE:** All papers must follow the style guidelines found in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations,* 8th ed., University of Chicago Press, 2013.

**Reflection Papers: See Schedule for Due Dates**
Throughout the term you will be expected to turn in reflection papers based on your readings. While these reflection papers will focus primarily on gaining greater knowledge through the assigned readings, we encourage integration with other class materials and takeaways as you progress through the course. Required length of a reflection paper is one page, single-spaced, 12 point font.
Final Paper: Due June 5, 2018 (8-10 pages)

*We will discuss this in class in preparation the completion of your assignment.

Choose one of the following movies to watch:
- *Normal*, HBO Film, 2003
- *Boyz n the Hood*, 1991
- *Manic*, 2001
- *When a Man Loves a Woman*, 1994
- *Ordinary People*, 1979
- *Silver Linings Playbook*, 2012

Choose one character in the film. Imagine this individual has come to you for pastoral care. Explore your understanding of the person and explore pastoral care as outlines in sections A-D below.

A. Understanding the Individual:
   Address the following issues as they pertain to your character:
   1. Cultural context.
   2. Loss & grief.
   3. Power.
   4. Family system and significant relationships.
   5. Faith and spirituality.

B. Assessing His or Her Needs:
   1. As you “listen” to this individual’s story, what do you see as his or her greatest needs for care? (Do they present with emotional, physical, spiritual, biological needs?)
   2. Based on the information given, choose the first 3-4 critical issues to which you can respond with the action of pastoral care and describe how you will respond.
   3. Pretending this individual has come to you either in your present location or ministry context, what care will you offer “in house” and what care will you refer out? What local or community resources can you utilize?

C. Self-Awareness:
   1. How might your personal story and experience inform the care you offer?
   2. How might your personal story and experience hinder the care process?
   3. Is there an issue they present with of which you are afraid or anxious? (continued on next page)
4. What will you do with these things with which you are self-aware?

D. Theological Reflection and Soul Care:
One of the key questions when offering pastoral care is, “Where is God in the mess?” This question challenges us to look to God, cling to truth and presses us to explore what we really believe about God.

1. Where do you see God at work in the mess?
2. How does this challenge or inform your understanding of God and humanity or sin and redemption?
3. What of God’s nature can you and/or the care recipient press into during this time of crisis?
4. From these truths, how will you care for the individual’s soul through their struggle?

Diploma and Certificate Students’ Expectations
- Read Doehring and Scazzero
- Complete Final Pastoral Care Paper

Late Work and Incompletes
All course work must be completed by the deadlines stipulated by course instructor. The following policy has been adopted to cover those instances when deadlines cannot be met for the completion of course work within the duration of the course:

1. The student must secure approval to take an incomplete from the course instructor on a form provided by the Registrar’s office.
2. The instructor and student may negotiate a time limit, and the instructor is at liberty to set stipulations and grade reductions.
3. The request for an incomplete, with approval signature, must be filed with the Registrar’s office no later than 4:30 p.m. the last day of the quarter. Failure to do so will result in a grade of “F” on the incomplete work.
4. The student will receive an “I” (Incomplete) for the course grade until such time as the grade is turned in by the course instructor, or until the agreed deadline. If the instructor does not submit a new grade, the Registrar will change the “I” to “F.”
5. An Incomplete not removed by the end of the quarter immediately following the quarter in which the course was taken (or three months in the case of summer), will be changed to a permanent “F.”
### Introduction to Pastoral Care Class Schedule, Spring 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Discussed</th>
<th>Required Readings</th>
<th>Assignment Due</th>
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</table>
| April 3, 2018 | • Introduction and Expectations  
• Biblical and Theological Foundations of Pastoral Care | • Yarhouse, Butman, McRay (Ch. 1, 2 & 4)  
• Scazzero, (Ch. 1-2)  
• Doehring (Ch. 1)  
• Pattison, 1965 (Article) | • Complete Shadow Assessment in EHL (Pages 58-60, 80)  
• Construct Your Genogram in EHL (Pages 70-79)  
• After completing these activities, submit a 1-page reflection paper about what you learned. (Reflection Paper Due) |
| April 10, 2018 | • Biological, Psychological, Sociocultural and Spiritual Foundations of Personhood  
• Building Self-Awareness | • Scazzero, EHL (Ch. 3-5)  
• Doehring (Ch. 2, 3 & 4).  
• Van Velsor, 2004 (Article) | • Engage in the assessments in EHL. Write a 1-page reflection paper around your own self-care in the areas of relationship, slowing and Sabbath. (Reflection Paper Due) |
| April 17, 2018 | • Basic Helping Skills  
• Pastoral Ethics and Boundaries  
• Self-Care | • Sittser, A Grace Disguised  
• Scazzero, EHL (Ch. 6-7)  
• Doehring, (Ch. 5&6)  
• Handouts to be passed out | (Reflection Paper Due) |
| April 24, 2018 | • Couples Care and Counseling  
• Grief Care | • Scazzero, EHL (Ch. 8)  
• Yarhouse, Butman, McRay (Ch. 5, 6, 9 & 10) | (Reflection Paper Due) |
| May 1, 2018 | • Crisis Intervention  
• Trauma  
• Addressing Mental Illness and Adjustment Concerns | • Scazzero, EHL (Ch. 8)  
• Yarhouse, Butman, McRay (Ch. 5, 6, 9 & 10) | • Complete Scazzero’s Power/Boundaries Assessment (Page 247-248). Also, take time to do a power inventory. After completing these, write a 1-page reflection paper. What insights did you gain? (Reflection Paper Due) |
| May 8, 2018 | • Substance and Process Issues in Addiction Care and Counseling | • Handouts to be passed out  
• Zimmerman, (Ch. Alcohol Use Disorder, Drug Use Disorder) | (Reflection Paper Due) |
### POLICIES FOR ALL MASTERS CLASSES

**NOTE:** All communications from the seminary will go to your seminary email account. Contact helpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

**Diploma/Certificate Student Course Requirements**
The amount of work required of Diploma/Certificate students will be at the discretion of the professor. Students will be responsible for contacting the professor about what assignments are required.

**Class Attendance Policy**
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other more strict attendance expectations for a given course. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online, intensive courses, and integrative seminar (see syllabus for specific requirements).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Sources</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| May 15, 2018 | Multicultural Competence and Social Justice Issues  
   Congregational Care through Preaching | Doehring (Ch. 7)  
   Vera & Speight, 2003 (Article) | Reflection Paper Due |
| May 22, 2018 | Issues of Sexuality and Sexual Identity | Yarhouse, Butman, McRay (Ch. 11)  
   Borgman, 2009 (Article) | Reflection Paper Due |
| May 29, 2018 | Helping that Empowers  
   Utilizing Community Resources | Scazzero, EHL (Ch.9) | Reflection Paper Due |
| June 5, 2018 | Spiritual Direction  
   Revisiting Self-Care  
   Course Evaluations | | Final Paper Due |
**Class Tardiness Policy**
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

**Food in the Classroom**
Drinks are welcome in the classroom. Food should only be consumed in the student commons and the breakroom. Please limit eating to before, after or during breaks from class.

**Late Work Policy**
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

**Turabian Format**
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, 8th ed.*, 2013.

**Plagiarism**
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

**Electronic Format**
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

**Technology Use in the Classroom**
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.