Pastoral care is at the heart of ministry in the parish, in hospital, hospice, or prison chaplaincy, and other community ministries. Pastoral care is a matter of being and doing, with the emphasis more often on being rather than doing. Pastoral care engages congregations and clergy throughout the whole range of care giving. A care giver listens care-fully, reflects theologically and biblically, dialogues with others in light of their social locations, analyses socio/culturally, with love and justice, helping to restore relationships with God, self, and community. To develop these abilities, this course puts the Case Study in the center. We will analyze cases together. Case studies will be discussed in small groups. You will create two pastoral strategies and two case studies as you move further into pastoral identity as shaped by your denomination.

Course Goal
The work we do in this course will result in your development of an initial pastoral identity, basic pastoral skills for baptisms, weddings, and funerals, and the ability to analyze and respond appropriately to pastoral situations.

Outcomes
Students will be evaluated according to their levels of ability to:
1. Apply basic theological, biblical, psychological and social concepts to the understanding of oneself, others, and human interactions. (M.Div. Outcomes Criteria 3b)
2. Understand the profound differences that physical, psychological, gender identity, sexual orientation, age, class, cultural, religious, racial and ethnic factors make in the ways that human beings experience the world. (M.Div Outcomes Criteria 3e)
4. Ability to engage basic pastoral liturgical skills. (M.Div. Outcomes Criteria 3a)

Course Requirements
1. Regular class attendance and participation is expected. If you will be unable to be in class, please email or call the instructor ahead of the class session.
2. Regular, up-to-date reading of assigned materials. Class discussion depends on adequate preparation by all participants.
3. Writing for this course is reflective, analytic and/or constructive. In all cases, proper citation to sources is expected. Use the latest edition of Turabian, which can be found in the seminary bookstore.

You will be graded on the following pieces of work

Outcome 1. Your ability to apply basic theological, biblical, psychological and social concepts to the understanding of oneself, others, and human interactions.
Final Reflection Paper on

Open Secrets

or

Here If You Need Me

One page on how this course addressed program and individual learning goals

May 20

Outcome 2. Your understanding of the profound differences that physical, psychological, gender identity, sexual orientation, age, class, cultural, religious, racial and ethnic factors make in the ways that human beings experience the world.

The analysis of the Take-Home Case Study

The pastoral strategy for an issue arising at the jail

The case study for care of families

The Final Case Study

Mar. 22

April 26

April 26

May 20

Outcome 3. Your ability to knowledgeably adhere to legal and ethical guidelines for pastoral care.

Question B in Bush, p. 105

April 5

Outcome 4. Basic liturgical skills

The baptism, wedding, or funeral service as a pastoral act

May 3

Ungraded assignments

1. Notes on reading, bring to class

2. Responses to five of Lartey’s ten assertions

3. Response to the Bible as oppressive and liberating

4. Pastoral strategy for the family in Capps, ch. 4

5. Illness case study

Feb. 8/15

Feb. 22

Mar. 19

Mar. 29

April 5

Bibliography

Required Texts


Kate Braestrup. Here If You Need Me: A True Story

OR


Other Readings

COURSE GROUND RULES
(Adapted from Dr. M. Shawn Copeland)
1. We will listen to one another – patiently, carefully – assuming that each one of us is always doing the best that she or he can. We will speak thoughtfully. We will speak in the first person.
2. Although our disagreements may be vigorous, they will not be conducted in a win-lose manner.
We will take care that all participants are given the opportunity to engage in the conversation.
3. We will own our assumptions, our conclusions, and their implications. We will be open to another’s intellectual and personal growth and change.
4. We cannot be blamed for the misinformation we have been taught and have absorbed from our society, our culture and our religious backgrounds, but we will be held responsible for repeating misinformation after we have learned otherwise.

Grading of written materials:
See the Student Guide for a description of the Seminary’s grading policy. At the suggestion of the instructor, and with the agreement of the student, a student may submit rewrites for materials which have been deemed unsatisfactory.
**Plagiarism**
You are reminded that using others’ words or ideas without attribution and citation constitutes plagiarism, an act of intellectual dishonesty which may result in failing the course. See the Student Guide for a complete description of plagiarism.

**Incomplete Policy for M.Div., M.A., Bangor Plan, and Special Students**
Students who have not completed a course’s requirements by the time that work is due have one of two options. The first is to petition for an Incomplete Contract; the second is to petition for Withdrawal from the course. To initiate one or the other option, students must obtain either an Incomplete Contract or a Withdrawal Form from the Seminary website [www.bts.edu](http://www.bts.edu) and submit it to the instructor who will indicate on the form his/her approval. The instructor will then submit it to the Academic Dean for his/her approval. In either case, students must submit their petitions to the instructor no later than the day the course work is originally due. See the Student Guide for complete description of the policy.
Syllabus  PTP1602
Introduction to Pastoral Care
Bangor/Portland VC
Spring 2011

February 1      Pastoral Identity  Waterville
Class Meeting
Opening Prayer
Introduction to course goals, purposes, and syllabus
Case Studies, Pastoral Strategies, and Final Reflection Paper
Course Reading:
Richard Lischer, *Open Secrets*

or
Kate Braestrup, *Here If You Need Me: A True Story*

Opening and Closing Prayers
Small discussion groups
  What makes a person a pastoral caregiver?
  What characteristics do you see as necessary to developing a pastoral care identity?
  Who have been effective pastoral caregivers in your life and why?
Class discussion of small group insights
Closing Prayer

February 8      Pastoral Identity: Caring as Being and Doing
Preparation
Read:  Larney, *In Living Color*, chs 1, 3, 4, 9
  Patton, *Pastoral Care*, chs. 1 & 2
  Barbara Eve Breitman. “Foundations of Jewish Pastoral Care: Skills and Techniques” in
  *Jewish Pastoral Care*, (95 - 124)
Write: Notes in response to these questions (bring to class):
1. Which of Lartey’s models in Chapter 3 is Patton advocating?
2. What is interculturality, and how have you experienced it in your life?  Not graded.

Class Meeting
Opening Prayer _______________________________
Presentation on Pastoral Identity as being and doing, and interculturality.
Small group discussions of the assigned questions
Class discussion of small group insights
Closing Prayer ________________________________

February 15     Pastoral Identity: Liberation as Pastoral Praxis
Preparation
Read:
  Larney, *In Living Color*, ch. 6
  Killen, *Pastoral Care in the Small Membership Church*, chs. 1-3
Write: Notes on how the pastor Killen describes is or is not functioning in accord with Larney’s diagram on p. 134. Bring to class. Not graded.

Class Meeting
Opening Prayer ____________________________
Presentation on and discussion of Larney’s social analysis
Class Case Study analysis, using Larney’s social analysis
Closing Prayer _____________________________

February 22 Theological and Spiritual Content
Preparation
Read: Larney, Pastoral Theology in an Intercultural World, ch. 4
Larney, In Living Color, ch. 7
Reynolds, “Theology and Disability” in Vulnerable Communion, Chapter 1 (23 - 45)
Write: For four of the ten theological assertions in Larney, ch. 4, respond to questions one and two (one paragraph per question per assertion):
1. How does the theological assertion make sense to you, confuse you, or disagree with your position?
2. How, if at all, does this assertion help you to understand people with whom you disagree theologically?
3. Which, if any, of Larney’s theological assertions address the issues raised by Reynolds? If so, how does the assertion address Reynolds’ issues.
Bring to class; turn in to instructor at the end of class. Not graded.

Class Meeting
Opening Prayer ____________________________
Due: Social and theological analysis of the Take Home Case Study
Presentation and discussion of readings
Presentation on Stone’s Theological Template [distributed in class]
Small Groups – Take Home Case Study analysis/report back
Role Plays
Closing Prayer  ____________________________

March 8  Issues in Pastoral Care: Mental Illness
Preparation
Read:  Donald Capps,  *Fragile Connections: Memoirs of Mental Illness for Pastoral Care Professionals*, Ch. 4.
Howard W. Stone.  *Theological Context for Pastoral Care Giving*, ch.2
Rabbi Karen Sussan, “Loving the Stranger: Accompanying Individuals with Chronic Mental Disorders,”  *Jewish Pastoral Care*, 325 - 343.
Write:  After developing a theological analysis (Lartey and Stone) and a socio/cultural analysis (Lartey), create a pastoral strategy¹ for the family in Capps, ch. 4.  You are the family’s pastor.  
Due March 29.  Not graded.

Class Meeting
Visit Dorothea Dix Psychiatric Center, Bangor and Portland Mental Health facility.

March 15  Research Week
Read:  Bush,  *Gentle Shepherding*, ch. 3-5
Write:  Answer Question B on p. 105 in  *Gentle Shepherding*.  Attend to the various questions Bush asks within Question B.  3 – 5 pages.  Graded.  Due April 5

March 22  Issues in Pastoral Care: Abuse of Self and Others
Preparation
Read:  Zoe Bennett Moore,  *Feminist Perspectives on Pastoral Theology*, ch. 3
Joseph E. Bush, Jr.,  *Gentle Shepherding*, ch. 2
Patton, ch. 6
Spiegel and Kravitz, “Confronting Addiction,”  *Jewish Pastoral Care*, 303 - 324
Write:  Moore says, “It is the use of the Bible as a weapon in the ideological legitimation of repressive religions which is the problem.”  (63)  How have you experienced the Bible as oppressive and as liberating?  Be specific.  3 – 5 pages.  Turn in to instructor.  Not graded.

Class Meeting
Due:  *Analysis of Take Home Case Study distributed on March 1*
Opening Prayer  ____________________________
Debrief Psychiatric Hospital visits
Presentation on and discussion of readings
Small Groups – discuss liberating/oppressing experiences of the Bible/report back
Closing Prayer  ____________________________

March 29  Pastoral Theology

¹ See page 10 for how to develop a Pastoral Strategy.
Preparation
Read: Larney, *Pastoral Theology in an Intercultural World*, ch. 5

Write: Bring the Capps pastoral strategy to class for small group discussion, and turn in at the end of class.

Class Meeting
Due: Pastoral Strategy for the Capps case
Opening Prayer ____________________________
Presentation and discussion of readings
Small Groups – Pastoral Strategy discussion, using Stone and Larney for theological questions and Larney for social analysis.
Discussion/reports from small groups
Closing Prayer ______________________________

April 5
*Issues in Pastoral Care: Care for the Sick*

Preparation
Read: Killen, ch. 6
Patton, ch. 5
Write: Using Moore, Stone, Larney, Patton and Killen, develop a case study, including analyses, of your experience of sickness in your family, with a friend, or yourself. Exchange case studies electronically with your small group, including the instructor. Discuss the case studies with your small group by email, and prepare to report to class. Not graded.

Class Meeting
Opening Prayer ____________________________
Presentations of case studies
Results of email discussion of case studies
Further analysis of issues involved in caring for the sick
Closing Prayer ______________________________

April 12
*Issues in Pastoral Care: “When I was in prison, you visited me”*

Preparation
Read: Rev. Dr. Charles Williams, Prison Chaplain
Research: Explore on-line resources, journals, and library materials on prison ministry. Examples are
Kairosprisonministry.org -- an ecumenical group related to Cursillo and Tres Dias
Prisonfellowship.org -- Chuck Colson’s group
Write: 3 – 5 pages which outline a proposed pastoral strategy for one of the issues raised for you in your reading, research, and jail visit. You will need to imagine your pastoral identity and

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2 See page 10 for how to develop a Pastoral Care Case Study.
3 See page 11 for instructions on developing the Prison Ministry Case Study
relationship with the individual or family/community situation. **Turn in to instructor on April 26. Graded.**

**Class Meeting**  
Visit Penobscot County Jail/ Cumberland County jails.  
Phone 947-4585 x182.

**April 19**  
Holy Week

**April 26**  
Issues in Pastoral Care: Care of Families

**Preparation**  
Read: Patton, ch. 7  
Michael Ford, *Disclosures: Conversations Gay and Spiritual*  
David K. Switzer, *Pastoral Care of Gays, Lesbians, and Their Families*

Write: Using Moore, Stone, Larkey, Patton, and Ford/Switzer if applicable, develop a case study, including analyses, of pastoral care for families. Bring to class for small group discussion, and **turn in to instructor. Graded.**

**Class Meeting**  
**Due: Pastoral Strategy for Jail**

Opening Prayer _____________________________

Debrief Penobscot County Jail  
Presentation on and discussion of readings  
Small groups – Present and discuss case studies on care of families  
Discussion of case studies  
Closing Prayer _____________________________

**May 3**  
Issues in Pastoral Care: Baptisms, Weddings, Funerals  
**WATERVILLE**

**Preparation**  
Read: Killen, *Pastoral Care in the Small Membership Church*, chs. 9 & 10.  
Resources:  
Doreen M. McFarlane, *Weddings with Today’s Families in Mind*  
Gene Fowler, *Caring Through the Funeral: A Pastor’s Guide*  
Kittredge Cherry and Zalmon Sherwood, eds. *Equal Rites: Lesbian and Gay Worship, Ceremonies, and Celebrations*  
Paul Sheppy, *In Sure and Certain Hope: Liturgies, Prayers and Readings for Funerals and Memorials*

Research: Using the worship resources of your ecclesiastical community and the suggested resources, develop a baptismal, wedding, or funeral service, including hymns, prayers, biblical or other readings, and your remarks/homily. **Turn in to instructor at the beginning of class. Graded.**

**Class Meeting**  
Opening Prayer _____________________________

Discussion of readings and denominational resources.

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4 See page 10 for how to develop a Pastoral Case Study.
Practice of wedding, funeral, and baptismal services.
Course Evaluation
Concluding Ritual

**Due May 20 (Senior work due May 16.)**

**Final Case Study -- Graded.**
Select a particular incident in which you functioned as a pastor, whether officially or unofficially.
Follow the outline above for The Pastoral Care Case Study. You will learn the most from the Case Study if you select an incident in which you struggled toward a pastoral identity, and still have questions about what happened, how it happened, and what your appropriate role was/could/should have been.

**Reflection paper on Open Secrets or Here If You Need Me -- Graded.**
This paper is a reflection on your pastoral identity. What did you learn from the reading? What new insights did you achieve about your own abilities, gifts, and challenges as a pastoral care giver? This paper is the time to reflect not only on the particular book read, but also on what you have learned from the various case studies, pastoral strategies, readings, and experiences in the course. This is the point at which you declare honestly what you have achieved in self-understanding, knowledge, and skills from your work in the course.

**One page on how this course has addressed your degree program goals and your personal educational goals. Not graded.**

**Developing The Pastoral Care Case Study**
We will follow the Case Study Method used in Mentored Practice. (See the Mentored Practice Web Page for the outline.) The Case is always a particular incident or encounter between the individual care giver and those receiving care. The written Case Study will normally be no more than one single-spaced page, and include

- Background
- Description of the Event
- Analysis of the Pastoral Carer’s Behavior
- Issues for Group Consideration

The three changes from the Mentored Practice reflection sections are:
1. Specify your role in the situation, whether pastor or participant.
2. The theological/biblical reflection will be based on Lartey’s ten categories in *Pastoral Theology in an Intercultural World*, ch. 4, and Stone’s Theological Template in *Theological Context for Pastoral Care Giving*, ch. 2.
3. The socio/cultural analysis will be based on Lartey’s *In Living Color*, ch. 6.

**Illness Case Study**
You are a participant in the illness as family, friend, or the person who is ill. Select a particular
situation, and follow the Pastoral Care Case Study outline above, including separate sections for the theological/biblical reflection and the socio/cultural analysis. Note the difference here between your role as participant and your imagined role in the jail and mental illness pastoral strategies. Use Stone #1 and 8 to clarify those differences. Use Stone’s questions 3 – 7 and Larkey’s ten assertions to explore the theological/biblical issues in the case. Use Larkey for socio/cultural analysis.

**Care of Families Case Study**
You are the family’s pastor. Select a particular situation, and follow the outline above, including separate sections for the theological/biblical reflection and the socio/cultural analysis. Use Stone #1 and 8 to clarify the nature of your role as pastor. Use Stone’s 3 – 7 and Larkey’s ten assertions to explore the theological/biblical issues in the case. Use Larkey for socio/cultural analysis.

**Pastoral Strategies**
Pastoral Strategies are developed for a long-term relationship between the pastor and the individual, family, or group. Stone’s Theological Template asks the basic questions involved in developing a Pastoral Strategy. Larkey’s ten categories help determine the most pressing theological issues. Larkey’s analysis provides the questions necessary for developing the socio/cultural analysis. When you have examined all three of those areas, and written down the content of your examination, then develop a long-term pastoral strategy, which will involve:

1. Your goals for your interactions in the situation
2. The nature of your interactions in the situation
3. The amount of time you will devote to the situation
4. How you see yourself embodying your pastoral role in the situation
5. Specific behaviors: e.g., prayer, listening, responding, advocacy or assistance.