

Syllabus for
PRM 678—Advanced Pastoral Care
3 Credit Hours
Fall 2009

I. COURSE DESCRIPTION

A course designed for graduate theology students who already have some basic information or experience in pastoral care and counseling. Focuses on the theology and practice of pastoral care from biblical, theological, and charismatic perspectives.

Prerequisite: PRM 673.

Through lectures, discussions, readings, and activities, students encounter pastoral care principles and issues and respond to them.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain opportunities to address the various theories and principles of pastoral care at an advanced level.
- B. Learn to recognize theological issues in the field of pastoral care, especially issues that are of special concern to Pentecostals and charismatics.
- C. Develop and articulate theological positions on these issues.
- D. Improve diagnostic and care giving skills.
- E. Contribute to the student's general competencies in the area of pastoral care.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course, the student will be able to do the following:

- A. Identify, describe, and evaluate charismatic pastoral care issues in general.
- B. Form and articulate a personal theology of pastoral care.
- C. Write a paper demonstrating the process of integrating a personal theology of pastoral care with the student's own practice of pastoral care.
- D. Demonstrate improved diagnostic and care-giving skills based on a better understanding of self, others, and social issues.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Lartey, Emmanuel Y. *In Living Color: An Inter-Cultural Approach to Pastoral Care and Counseling*. New York: Jessica Kingsley, 2003.
ISBN 1843107503.

Mathew, Thomson K. *A Pastoral Care Reader*. Tulsa, OK: ORU, 2000.

Scazzero, Peter. *The Emotionally Healthy Church*. Grand Rapids, MI: Zondervan, 2003.

2. Other None

B. Optional Materials

1. Textbooks

None

2. Other None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Missions. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the School of Theology and Missions is as follows:

- a. If the class meets three times a week, the missing of **6** class sessions results in a grade reduction of **one letter** grade. Missing **8** class sessions results in a grade reduction of **two letter** grades. Missing **12** class sessions automatically results in a **grade of F**. If a class meets twice a week, the missing of **4** class sessions results in a grade reduction of **one letter** grade. Missing **6** class sessions results in a grade reduction of **two letter** grades. Missing **8** class sessions automatically results in a **grade of F**. If the class meets once a week, then the missing of **3** class sessions results in a grade reduction of **one letter** grade. Missing **4** class sessions results in a grade reduction of **two letter** grades. Missing **5** class sessions automatically results in a **grade of F**.

- b. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- c. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- d. Students are expected to be prompt for classes.
- e. Students are expected to remain for the entire class session.
- f. Leaving early without permission constitutes an absence.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Grading:

Class Participation	10%
Reading, Critique, Reaction Papers	30%
Midterm Exam	20%
Final Paper	20%
Final Exam	20%
- b. Grading scale:
 - A = 90-100%
 - B = 80-89%
 - C = 70-79%
 - D = 60-69%
 - F = 59% and below

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
- b. WPA requirements for this course:
The final paper for PRM 678—Advanced Pastoral Care may be used as an ePortfolio artifact demonstrating theological reflection.

3. Other Policies and/or Procedures

- a. Read the required textbooks.
- b. Write a 4- to-6-page critique of Lartey's *In Living Color* and a 4- to-6-page critique of Scazzero's *The Emotionally Healthy Church*, using the following format:
 - (1) A 2- to-3-page **summary** of the book
 - (2) A 1-1½ page **evaluation**, indicating issues on which the student agrees and disagrees, and why
 - (3) A 1- to-1½- page **integration** that deals with the views, agreements, disagreements, beliefs, perspectives, and suggested practices of ministry as set forth in the book and as discussed in class
- c. Write a case study dealing with an issue related to pastoral care in your Advanced Site setting (details to be explained and discussed in class).
- d. Write a 7- to-10-page final paper according to the following guidelines:
 - (1) Incorporate all class material into a personal theology of pastoral care, including a plan for implementing or improving present pastoral care ministry.

- (2) Include at least 10 biblical and theological references that support the student's theological presuppositions.
- (3) Organize the paper in a manner that is consistent with the structure of the class.
- (4) The paper is graded according to content, form and style, and grammar and spelling.

VI. COURSE CALENDAR

Week	Assignment
1	A Theology of Pastoral Care/Historical Issues
2	Pastoral Diagnosis: (Assessment and planning in pastoral care)
3	Worship, Preaching, and Altar Counseling
4	Pastoral Prayer/Preaching and Caregiving
	Care Contract Due
5	Pastoral Care of Men, Women, and Children
	Book Critique Due (Lartey)
6	Issues of Aging and Pastoral Care/Cross-Cultural Issues
7	Pastoral Care and Current Medical/Ethical Issues
	Midterm Exam
8	Faith and Healing
9	The Problem of Suffering
10	Pastoral Care and AIDS
	Book Critique Due (Scazzero)
11	Pastoral Care of Families
12	Burnout and Renewal
13	Project Presentation
	Final Paper Due
14	Project Presentation
15	Final Exam (university schedule)

Course Inventory for ORU's Student Learning Outcomes
PRM 678—Advanced Pastoral Care Drs. Tom Mathew/James Barber, Instructors
Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Outcomes & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spirit-filled Living				
1A	Entry-level competency —Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors				X
1B	Mid-level competency —Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry		X		
1C	Candidacy-level competency —Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry	X			
2	Outcome #2 – Academic Excellence				
2A	Entry-level competency —Demonstrates an aptitude for graduate theological education				X
2B	Mid-level competency —Practices theological reflection and sound scholarship in acquiring knowledge through learning and research		X		
2C	Candidacy-level competency —Evidences critical thinking, problem solving, and decision making	X			
3	Outcome #3 – Professional Competence				
3A	Entry-level competency —Demonstrates awareness of professional requirements				X
3B	Mid-level competency —Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling		X		
3C	Candidacy-level competency —Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry	X			
4	Outcome #4 – Cultural Relevance				
4A	Entry-level competency —Demonstrates knowledge about cultural diversity				X
4B	Mid-level competency —Pursues participation in diverse social/cultural contexts		X		
4C	Candidacy-level competency —Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts	X			