

Syllabus for
DMIN 768-2—Pastoral Counseling in the 21st Century
3 Credit Hours
Summer 2010

I. COURSE DESCRIPTION

Using case studies that depict common pastoral counseling-related situations, students discuss what makes counseling pastoral. Students identify and evaluate perspectives of humanity and how they relate to pastoral counseling. Includes theological tasks of counseling and familiarity with specific techniques that orient students to the diverse 21st century church.

Prerequisite: None.

II. COURSE GOALS

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

- A. Learn to provide care and counsel.
- B. Experience the integration of biblical guidance, historical and systematic theology, as well as the principles of psychology and counseling with ongoing application in ministry.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Provide evidence in the form of a written reflection on his or her personal ministry of the ability to think critically about pastoral care and counseling in the local church.
- B. Extend pastoral presence in caring and counseling ministry.
- C. Demonstrate familiarity with the literature regarding the practice of pastoral care and counseling by entering into discussions with professional colleagues and by integrating this literature into sermons, teaching, and written assignments.
- D. Integrate Pentecostal/charismatic theology, especially Holy Spirit empowerment, within the context of the caring and counseling ministries of the local church.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Greene-McCreight, Kathryn. *Darkness Is My Only Companion: A Christian Response to Mental Illness*. Grand Rapids, MI: Brazos Press, 2006.

Lartey, Emmanuel Y. *In Living Color; An Intercultural Approach to Pastoral Care and Counseling*. Philadelphia, PA: Jessica Kingsley, 2003.
(Available on ebrary)

Van Deusen Hunsinger, Deborah. *Pray without Ceasing: Revitalizing Pastoral Care*. Grand Rapids, MI: William B. Eerdmans, 2006.

Waldron, Vincent R., and Douglas L. Kelley. *Communicating Forgiveness*.
Los Angeles: Sage, 2008.

2. Other
None

B. Optional Materials

1. Textbooks
Vining, J. K., & E. E. Decker, Jr. *Soul Care: Pentecostal Perspectives*. Rev. ed.
East Rockaway, NY: Cummings & Hathaway, 2005.

Mathew, T. K. *Ministry Between Miracles*. Fairfax, VA: Xulon Press, 2002.
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 and Missions 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. The final grade for this course will be ascertained as follows:
 - (1) Four critiques (4 @ 50 points each) 200 points
 - (2) Final class project 100 points
 - b. Grades will be assigned according to the following:
 - A=270-300
 - B=240-269
 - C=210-239
 - D=180-209
 - F=Below 180
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:
 - None

VI. COURSE CALENDAR

A. Precourse Work

DUE MAY 17, 2010

All preassignments are to be uploaded to the D2L dropbox three weeks prior to the first day of class. The dropbox will be closed on Monday, May 17, 2010, at 11:59 p.m.

- 1. Read the required textbooks.
- 2. Write four book reports, one on each of the assigned texts. Guidelines and scoring rubrics for the book report may be found on my class page.

B. In Class

- 1. Attend all sessions.
- 2. Actively participate in class discussions.

C. Postclass Work

Complete any one of the following assignments.

DUE JULY 9, 2010

Students are to submit postcourse assignments to the D2L dropbox four weeks following the seminar. The dropbox will be closed on Friday, July 9, 2010, at 11:59 p.m.

Guidelines and scoring rubrics for the book report may be found on my class page.

- 1. Write a paper detailing your approach to pastoral care and counseling. Specifically, reflect on your practice of care and counseling in light of the texts and your classroom experiences. Identify any changes you will be making in your care and counseling ministry. Include biblical and theological support of your approach as well as a specific plan of implementation that is situation specific to your ministry (7-10 pages).
- 2. Using insights gained from the class, write two sermons of significant length that will demonstrate your ability to articulate pastoral care and counseling themes. You may do either a manuscript or a very, very detailed outline. These may be topical or textual in content and must demonstrate sound exegetical and hermeneutical principles. Sermons may be accompanied by an audio cassette or media support (e.g., PowerPoint).
- 3. Write a 7- to 10-page research paper. The paper should identify and reflect upon key ideas related to the course, report on some of the major literature in the area,

and apply a conclusion in your ministry context. Supporting footnotes and a 15-item bibliography are required.

4. Develop a detailed teaching plan to communicate, over a six-week period of time, relevant aspects of pastoral care and counseling to a specific population. The subjects, content, and teaching methodologies must be age appropriate. Reference and illustrative material must be submitted to include, but not be limited to, Internet materials, Web-based programs, or denominational or other commercially available material.

NOTE: All written assignments are to be typed, double-spaced, and represent quality doctoral level work. Leadership students must use the Turabian style manual, 7th edition. PCC students must use the APA style manual, 6th edition. **Each student must also write a 2-page evaluation of the texts, content, and process of this course.**

Course Inventory for ORU's Student Learning Outcomes
DMIN 768—Pastoral Care and Counseling in the 21st Century **Dr. Kenneth Mayton, Instructor**
Summer 2010

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	X			

	acts of justice and mercy in diverse contexts				
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