

Syllabus for
PRM 673—Introduction to Pastoral Care
3 Credit Hours
Spring 2016

I. COURSE DESCRIPTION

A course designed to help students become more knowledgeable, effective, and sensitive pastors when ministering to persons in need. Covers selected topics in the pastoral care field. Focuses on the work of the Christian minister to care for God's people.

Prerequisites: None.

II. COURSE GOALS

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

- A. Learn about the history and theology of pastoral care.
- B. Develop awareness of the privileges and responsibilities of a professional, caring person through readings, lectures, written papers, class discussions, projects, and exams.
- C. Become aware of information concerning issues such as pastoral diagnosis, intervention and prevention, death and dying, and developing caring communities.
- D. Learn that pastoral care can only be partly learned in a classroom setting, though the academic format can provide valuable resources for further personal and professional growth.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

- A. Integrate and discuss the biblical meaning of pastoral care with modern pastoral procedures.
- B. Discuss the importance of having an appreciation for the history of pastoral care.
- C. Explain the significance of exercising pastoral authority in caring situations.
- D. Articulate a theological rationale for pastoral care through the writing of the term paper.
- E. Present a personal philosophy and model for pastoral care.
- F. Explain the need for caring for oneself, the family, and the congregation.
- G. Present ideas, either orally or in writing, on how to function as a pastor in crisis situations and cross-cultural situations.
- H. Compare and discuss various approaches for offering pastoral guidance and comfort for the dying and for persons experiencing grief.

- I. Discuss methods for training laypersons.
- J. Discuss the importance of discovering ways to develop professional relationships with persons from other healing disciplines.
- K. Develop and articulate a theology and theory of ministry that is relevant to the student's background and calling.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
 - Cahalan, Kathleen A. and Mikoski, Gordon S. *Opening the Field of Practical Theology*. Lanham, Maryland: Rowman & Littlefield, 2014. ISBN: 978-0-7425-6126-7
 - Doehring, C. *The Practice of Pastoral Care*. Louisville, KY: Westminster John Knox Press, 2006. ISBN: 9780664226848
 - Mathew, Thomson K. *Ministry Between Miracles*. Fairfax, VA: Xulon Press, 2002. ISBN: 9781591603764
- 2. Other
 - None

B. Optional Materials

- 1. Textbooks
 - Scazzero, Peter. *The Emotionally Healthy Church: A Strategy for Discipleship That Actually Changes Lives*. Grand Rapids: Zondervan, 2010. ISBN: 978-0310293354
- 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, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;

- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

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. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 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. "Graduate School of Theology and Ministry 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 Graduate School of Theology and Ministry. 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 administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
- b. Students who miss more than one month of classes will fail the course.
- c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- e. Students are expected to be prompt for classes.
- f. Students are expected to remain for the entire class session.
- g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

4. Evaluation Procedure

- a. Grading:
Weekly Online Discussions & Class Participation of Mathew, Doehring, and Cahalan text 35%
Ministry Observation Report 15%
Online Midterm Exam 25%
Online Final Exam 25%
- b. Grading scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below

5. 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:

- i. All students, regardless of degree program, must submit The Ministry Observation Report for PRM 673 to the course professor on ePortfolio, on the same date the assignment is also due in class.
 - ii. Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.
6. Other Policies and/or Procedures
- a. **(35%) Weekly Online Discussions / Class Participation**
 - i. As part of class participation students will do an evaluations of the content of each book. This should be a critical evaluation of what the author has to say. Both positive and negative reactions should be included. The following questions will often be used for this discussion
 - (a) What ideology would have been different? What biases (theological, philosophical, denominational, etc.) are evident?
 - (b) What are the points or themes? Does the author achieve the intended purpose? What presuppositions or basic assumptions does the author reveal? Are they legitimate and valid? Are the author's arguments logical, well-supported, or convincing? How fairly does the author deal with information that contradicts the main premises? Does the author discuss both sides of the argument?
 - (c) What is unique, significant, or interesting about the books? What is good about the books? What is bad about the books? What do the books/authors have to teach? Does the author make an original contribution to the field of knowledge in that area? Is the treatment of the subject superficial or does it demonstrate real depth? Who should read the books? What concepts can be implemented in ministry?
 - b. **(15%) Ministry Observation Report**
 - i. Students are to write and submit a 5- to 7-page paper based upon the following criteria. Students must include references from course books.
 - ii. Students are to observe pastoral care by visiting two (2) community sites (list provided by professor) and two (2) church sites (must be approved by professor), choosing to fulfill the following criteria:
 - (a) Preparation for their future Field Education experience
 - (b) Examine worship service in a large and/or small church setting
 - (c) Examine different operations in the parachurch and community settings
 - (d) Observe caregiving at a church and community care context

- (e) Observe specialized pastoral care ministries and critique them
- (f) Identify vocational and pastoral attributes distinctive for one's future ministry
- (g) Describe the context and type of the ministry observed, and the people involved (the caregivers and the receivers), and the act of ministry/caregiving. The following questions should be answered in the report/evaluation:
 - iii. Identify the following vocational criteria:
 - (a) What were the pastoral care needs of the people involved?
 - (b) What specific words were used to meet the needs?
 - (c) Were the caregiver and receiver aware of these needs?
 - (d) What specific words, acts were used to meet the needs?
 - (e) How appropriate were the pastoral acts and words?
 - (f) What theological philosophies of the pastoral care were apparent?
 - (g) What are the strengths and weaknesses of ministry at each site?
 - (h) What were the strengths and weaknesses of the pastoral care acts observed or perceived?
 - (i) If the student had been the one providing pastoral care on this occasion, what care ideology would have been the same?
- c. **(25%) Online Midterm Exam**
- d. **(25%) Online Final Exam**

VI. COURSE CALENDAR

Week	Date	Topics of Study*
1	Week 1	Introduction/Theology of Pastoral Care
2	Week 2	History, Theology and Caring (Mathew text, Chapters 1-3)
		No Class – Martin Luther King Holiday
3	Week 3	Psychology, Assessment and Clinical Care Mathew text, Chapters 4-6) Exam Review
4	Week 4	Pastoral Care of Pain, Spirit-Led Care and Death & Dying (Mathew text, Chapters 7-8)
5	Week 5	Relationships and Life Experience (Doehring text, Chapters 1-2)
6	Week 6	Listening (Doehring text, Chapters 3-4) Online Midterm Exam
7	Week 7	Assessment Doehring text, Chapters 5-6)
8	Week 8	Reflection and Plans of Care

		(Doehring text, Chapters 7-8)
9	Week 9	What About Case Studies (Doehring text, Chapters 9-10) Book Critique Due
		SPRING BREAK NO CLASS
10	Week 10	African and Asian American, & Contextual Practical Theology (Cahalan text, Chapters 1-4)
11	Week 11	Empirical, Evangelical, & Feminist/Womanist Practical Theology (Cahalan text, Chapters 5-7)
12	Week 12	Hermeneutics in Protestant, Roman Catholic, & Liberationist Practical Theology (Cahalan text, Chapters 8-10)
13	Week 13	Neo-Protestant, Postmodern & Religious Practice in Practical Theology (Cahalan text, Chapters 11-13)
14	Week 14	Roman Catholic, US Latino, & White Practical Theology (Cahalan text, Chapters 14-17 Conclusion) Book Critique Due Final Exam Review Online Final Exam Schedule

*Calendar subject to revision due to Dean and speaker availability and field trip dates.

Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry
Master of Divinity

PRM 673—Introduction to Pastoral Care

Dr. James Barber/Dr. Thomson Mathew, Instructors

Spring 2016

This course contributes to student learning outcomes for the Master of Divinity degree 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.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Old Testament Scripture in Cultural/Historical Context				
	Articulate a foundational knowledge of the historical/theological content of Scripture with application to selected contemporary situations.	X			
2	Exegetical Tools to Translate/Analyze Biblical Text				
	Interpret the biblical writings in the Greek and/or Hebrew languages using critical exegetical tools, and write a hermeneutical and exegetical paper.	X			
3	Biblical/Theological Basis for Ministry Strategies				
	Present practical ministry strategies utilizing biblical and theological principles.	X			
4	Christian Ethics for Social Issues				
	Analyze and discuss contemporary social issues affecting the Church and society based upon biblical, theological, and ethical principles.	X			
5	Theology and Theory of Ministry				
	Develop and articulate a theology and theory of ministry that is relevant to the student's background and calling.	X			
6	Skills for Contemporary Ministry				
	Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts.	X			
7	Knowledge of History of Christianity				
	Present a basic knowledge of the history of Christianity.	X			
8	Knowledge of Christian Theology/Doctrines				
	Exhibit a basic knowledge of theology and Christian doctrines.		X		