

**CAREY THEOLOGICAL COLLEGE**  
**SYLLABUS**  
**APPL 574 Introduction to Pastoral Care**  
**Spring 2017 Hybrid**

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April 3 – June 9, 2017  
On-site: April 18–21  
Tuesday to Friday, 8:30 – 12:00; 1:00 – 4:30  
3 graduate credits  
135 hours

### **Course Description**

The course will survey the broad biblical, theological and practical foundations critical to the task of pastoral ministry. From a theological understanding of pastoral care, the course will provide you with skills to apply what you learn in ministry and community settings. The course will also examine pastoral identity and practice, general care, crisis care, marriage, matters relating to sexual identity and death and bereavement.

### **Learning Outcomes**

By the end of this course, you will be able to:

1. Examine the biblical, theological and historical basis for pastoral ministry and apply this in the changed dynamics of the 21st century.
2. Assess the theological and ecclesiastical resources of the Christian faith as they relate to care-giving within the community of believers.
3. Research Family Systems Theory as it applies to pastoral care and other areas of Christian service.
4. Identify, analyze and critique models of pastoral care and counselling in the context of their own ministry.

**Note:** This course is a blend of several learning strategies including online discussions, a 4-day campus intensive, followed by several post-intensive academic assignments (see assignments below).

### **Required Reading**

Oden, Thomas C. *Pastoral Theology: Essentials of Ministry*. New York: HarperCollins, 1983. pp. 49-81, 169-217, 224-48, 293-316.

Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership and Congregational Life*. Minneapolis: Fortress Press, 1996. 160 pp.

Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry*, rev. ed. Nashville, TN: Abingdon Press, 2016. 399 pp.

## Course Requirements

1. All students will actively participate in six segments of online discussions (April 4--7; April 11--14; April 25--28; May 9--12; May 23--26; May 30--June 2). Your posts need not be too long (100-200 words will suffice). Your comments need to be thought through and well expressed. You are, of course free to disagree with other members of your cohort and/or to build on their comments. **6 x 5 = 30% of final grade.**
  - Introduce yourself. What pastoral experience have you had? What benefit do you hope to derive from the course? What exactly do you understand by the term "pastoral care?" And what, from a pastoral point of view, is the greatest need of the church? In addition to your post, respond thoughtfully to at least two other posts.  
April 4 – 7 (3 hours)  
**5% of final grade**
  - Discuss the contention that pastors need not "visit" the members of the flock because of the availability of email, the social media and other factors that enable them to maintain contact with the members. Does traditional pastoral practice make members pastor-dependent instead of engaging in biblically-advocated mutual ministry (Rom 12:3-8; 1 Cor 12:12-31; Eph 4:11-16; 1 Pet 4:10-11)? What practical proposals do you have to help pastors adopt an approach to effective pastoral care? In addition to your post, respond thoughtfully to at least two other posts.  
April 11 – 14 (3 hours)  
**5% of final grade**
  - The church today is poorer for the lack of "admonition." Consider the nature of, the need for, and the dangers of "admonition and church discipline" as important parts of pastoral care. In addition to your post, respond thoughtfully to at least two other posts.  
April 25 – 28 (3 hours)  
**5% of final grade**
  - A gay couple attend your church and wish to participate fully in the life of the church. People in the church adopt different attitudes towards homosexual behaviour, ranging from unloving condemnation to unconditional acceptance. How do you care for the homosexual couple who are legally married and simultaneously maintain the unity of the church? Is it possible to hold a view that regards sexual practice outside of (heterosexual) marriage as wrong and yet care for believers who experience same-sex attraction? Although the two aspects are inseparable, the *emphasis* here is pastoral, not ethical. In addition to your post, respond thoughtfully to at least two other posts  
May 9 – 12 (3 hours)  
**5% of final grade**

- An elderly, medically-informed woman in your congregation has been diagnosed with a terminal disease that is certain to lead to extreme discomfort and a painful, debilitating and humiliating death. Legislation allows for physician-assisted suicide with certain safeguards and the person herself desires it. Yes, this presents us with a thorny ethical issue, but it also raises a sensitive pastoral issue. She and her adult children are members of the church. They don't quite see eye to eye and have to make a series of decisions in relation to her care. Their combined action could be construed as passive or even active euthanasia. How would you proceed? In addition to your post, respond thoughtfully to at least two other posts.

May 23 – 26 (3 hours)

**5% of final grade**

- A young person approaches you in confidence about her father's overbearing, dictatorial attitude, believing that his behaviour is un-Christian. The resultant tension is affecting the entire family. He serves as a respected and loved deacon in the church, but it seems there is some substance in his daughter's complaint. What would you do?

May 30 – June 2 (3 hours)

**5% of final grade**

2. After attending the intensive and reading the Richardson text, write a 1500-word reflection paper explaining how a loving, responsible and exemplary attitude on the part of the pastor contributes to the health of a church. Consider also the converse and particularly the contention that a pastor's attitude and demeanour has a greater bearing than anything else on the spiritual and psychological condition of the church. Discuss, in particular, matters like integrity, confidentiality, triangulation, discretion and pastoral leadership in times of crisis.

Reading 184 pages = 10 hours

Writing 1500 words = 10 hours

Due: Friday, May 5

**20% of final grade**

3. Read the Oden text and, in particular, pages 49 – 63 and 169 – 316. Respond to the statement: "Theodicy is a perilous exercise; it calls for caution and sensitivity but the caring pastor cannot and should not avoid it." Describe what approach you would adopt towards those who are undergoing extreme trials. In particular, consider the problem posed by the fact that God, who is both loving and almighty, sometimes allows what seems to be intolerable suffering. Consider the bearing of the message of the Book of Job on the matter of personal sensitivity and possible prejudice.

Reading 316 pages = 16 hours

Writing 1500 words = 13 hours

Due: Friday, May 26

## **20% of final grade**

4. Write an essay of between 1500 and 2000 words outlining your general approach to pastoral ministry, giving evidence that you have thought theologically about the pastoral office and its relationship to the mutual ministry of all believers. In your view, has there been a movement away from the traditional role of the pastor? If so, consider both the positive and negative effects of the shift. It is important that you express your own views but also that you provide both biblical and theological support for your opinions. Provide evidence that you have interacted thoughtfully with the required reading and also derived insights from some other works in the select bibliography. In particular, give evidence that you have interacted with William Willimon's book, *Pastor*. What adjustments do you propose for future pastoral ministry?

Reading 22 hours

Writing 2000 words = 18 hours

Due: Friday, June 9

## **30% of final grade**

### **Course Outline**

*Intensive* (April 18-21, 2017)

#### **Day One:** Primarily Methodological

The Pastor and Pastoral Theology

1. The biblical basis for the shepherding analogy
2. Pastoral Theology as an academic discipline
3. A holistic approach to "pastoral care"
4. Insights from Seward Hiltner's classic, *A Preface to Pastoral Theology*
5. Questions arising from the Richardson text
6. The contribution of the behavioural sciences to Pastoral Theology

#### **Day Two:** Primarily Vocational

The Pastor and the Pastoral Calling

1. Shepherding as the Primary analogy for spiritual leadership
2. The essentials of the pastoral calling and office
3. A both/and approach to congregational health
4. The pastor as leader, comforter, preacher-teacher and equipper
5. Pitfalls of the pastorate
6. Questions arising from the Oden text

#### **Day Three:** Primarily Relational

The Pastor and the Flock

1. Biblical and historical dimensions of the relationship between the shepherd and the sheep
2. Shepherding without creating an unhealthy co-dependency
3. Dysfunctional pastors and dysfunctional churches
4. Pastoral visitation as an essential to the shepherding of the flock
5. Leading with strength, grace and humility
6. Admonition and discipline--pastoral love in action.

**Day Four:** Primarily Crisis-related

The Pastor and Problematic Situations

1. The pastor as guide, counselor and healer
2. The pastor and the demonic
3. The pastor in the midst of sexual ambiguity
4. The pastor serving the dying and the bereaved
5. The pastor and triangulation
6. The pastor and theodicy

**Time Investment& Evaluation**

Online participation	18 hours	30 % of grade
Classroom	28 hours	required
Reading Richardson text/essay	20 hours	20 % of grade
Reading the Oden text/essay	29 hours	20% of grade
General reading/essay	40 hours	30% of grade
<b>Total</b>	<b>135 hours</b>	<b>100 %</b>

**Bibliography**

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Buber, Martin. *I and Thou*. 2<sup>nd</sup> ed. Translated by Ronald Gregor Smith. Edinburgh: T&T Clark, 1958.

Collins, Gary R. *Christian Counselling: A Comprehensive Guide*, 3<sup>rd</sup> ed. Nashville, TN: Thomas Nelson, 2007.

Fink, Sharon Birkman, and Stephanie Capparell. *The Birkman Method: Your Personality at Work*. San Francisco, CA: Jossey-Bass, 2013.

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Keller, W. Phillip. *A Shepherd Looks at Psalm 23*. Grand Rapids, MI: Zondervan, 2007.

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- Long, Thomas G. *What Shall We Say: Evil, Suffering and the Crisis of Faith*. Grand Rapids, MI: William B. Eerdmans, 2014.
- McLaren, Brian. *Naked Spirituality: A Life with God in Twelve Simple Words*. San Francisco, CA: HarperOne, 2011.
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- Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. London: Darton, Longman and Todd, 1989.
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- Savage, John S. *The Apathetic and Bored Church Member: Psychological and Theological Implications*. Pittsford, NY: Lead Consultants, 1976.
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- Wilson, Rod J. K. *How Do I Help a Hurting Friend? Practical Help for Leaders and Laypeople*. Vancouver: Regent College Publishing, 2010.
- Zacharias, Ravi, and Vince Vitale. *Why Suffering: Finding Meaning and Comfort When Life Doesn't Make Sense*. New York, NY: Faithwords, 2015.

### **Academic Policies**

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

#### **Course Attendance**

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

#### **Carey Grading Scale**

See the Carey Academic Catalogue for details on the Carey grading scale.

#### **Course Withdrawal Policy**

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

#### **Extensions**

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

#### **Academic Integrity**

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at:

<http://learningcommons.ubc.ca/academic-integrity/>.

#### **Gender Language**

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don’t conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.