



St. Peter's Seminary
London, ON

Pastoral Care in Parishes 5572A/B Sept 2024

Course Syllabus

I. Course Description

This course applies the skills learned in Pastoral Counselling I and II to specific pastoral situations, especially situations of crisis. The skill and knowledge of the student will be engaged while drawing on the experience of our guest presenters. Issues that impact on Pastoral Care and Pastoral Counselling in a Parish setting are specifically addressed.

Prerequisite: Pastoral Theology 5271A/B and Pastoral Theology 5572A/B

Antirequisite(s): the former Pastoral Theology 461A

2 hours, .5 course

Course Summary

This course will provide a framework for pastoral care that is Christ-centered and scripture-based. It will examine biblical principles that correlate with emotional, physical, relational, and spiritual well-being. Psychological theories, concepts and practical strategies will also be integrated into the course, constructing a wholistic model of pastoral care. A historical, theoretical, and experiential exploration of pastoral care will emphasize theological and biblical perspectives that are also carefully informed by lived experience and the sociocultural perspectives which impact the human condition.

Course participants will be invited to think critically by drawing upon their own background, faith experiences, theologies, and knowledge base to expand their understanding of pastoral care and the practices essential to the role and responsibility for addressing both spiritual and practical needs. Contemporary issues will serve as case examples to a) closely examine how sociocultural factors contribute to the development and maintenance of psychosocial problems and b) identify how to accompany those faced with the demands and challenges of daily living and provide spiritual care that is relevant, biblically sound and rooted always in the eternal relevance of God's word.

The skills needed to minister to those entrusted to one's care, while exercised within the integration between pastoral theories and psychological principles and practices, are also informed and supplemented by a critical discernment of one's background

and personal theology of ministerial care. To attain such awareness, an appreciation for the “use of self” construct will be paramount and will also contribute to the development of one’s pastoral identity and the ongoing formation of a compassionate, integrative, and robust biblical framework.

Finally, interpersonal dynamics fundamental to the pastoral role will also be examined from both an assessment and intervention perspective. These constructs are founded on the belief that in addition to biblical wisdom and carefully applied psychological principles and practices, the presence of a self-aware, mature, relational person is fundamental to providing compassionate pastoral responses that capably address the psychological and/or theological needs of one’s faith community and to foster greater spiritual and personal growth.

II. Learning Objectives & Student Outcomes

a) Knowledge

- To learn about the development of historical models of pastoral care including their tensions and overlap with the field of psychiatry both in the past and in ministry work today.
- To understand the value and purpose of integrating psychology and biblical/theological foundations into one’s pastoral care duties with care to discern the values and principles they both share and where they differ.
- To understand the primacy of applying scriptural and theological responses and resources to those in the faith community.
- To learn of general counselling principles and interventions (brief, strategic, structural) and how to align these with biblical practices and traditions within the Church’s teachings.
- To gain a working knowledge and framework of understanding the more common as well as contemporary presenting issues and problems individuals bring to pastoral care and counselling situations including an understanding of the family life cycle and related developmental stages of life.

b) Skills

- To reflect theologically on the practice of pastoral care by identifying the dimensions of one’s current knowledge, ministerial practices, societal resources, and personal spirituality.
- To successfully integrate one’s personal and pastoral identity into the practice of pastoral care and counselling.
- To learn how to practice clear and effective boundaries and related ethical standards including how to self-disclose for the benefit of other.
- To gain confidence and comfortability in one’s ability to sit in fellowship with those who are suffering and searching for guidance, consolation, and hope.

- To demonstrate awareness and cultivate an ongoing understanding of and sensitivity to cultural differences in behaviors and attitudes and regarding concerns such as addictions, gender dynamics, trauma, and mental health as well as views on sin, grace, and suffering.
- To advance one's "pastoral presence" through the refinement of basic therapeutic skills of attunement, contemplation, cognitive empathy, exploring, clarifying, summarizing, challenging, and empowering.

c) Attitudes/Values

- To appreciate and show reverence for the lived experiences and different theodicies and theological frameworks of others including how these may challenge one's own.
- To acknowledge the value of critically and humbly examining one's own life experiences in tandem with issues brought forward in pastoral care situations to better understand the challenges of triggers, transferences and becoming a trustworthy "story listener."
- To humbly acknowledge one's gifts and limitations with regards to offering a wise and caring pastoral presence where the centrality of hope is integral to the helping process.
- To increase one's comfortability in the pastoral care role with regards to the expression of difficult and challenging emotions and behaviors as well as an acceptance of theologically ambiguous counselling situations that may not be easily and/or satisfactorily resolved.
- To expand one's willingness to understand the complex, cultural shifts that impact an individual or family's psychosocial issues and may lead to conflict with faith-based values and beliefs.

III. Methodology & Format

- a) This is an onsite class, Wednesday mornings from 9:30-11:30 a.m.
- b) Class sessions will include didactic instruction, video and PowerPoint presentations, small group exercises, case study breakout groups and group presentations. Students are encouraged to respectfully express their questions, concerns and alternate views or understanding of course material, lecture content and class discussions.
- c) Assigned readings for class sessions may include interactive questions.
- d) As skill development is one of the learning outcomes for this course, full participation of all students is required. Please be prepared to answer such questions as "What idea or principle most resonated with you?" or "What did you find challenging in this reading or today's discussion?" or "What did you read that you could apply to your current/future role in pastoral care?"

IV. Required Course Reading

There is no required text for this course. All course readings are found under the Course Reading tool on OWL.

Instructor

Angela Townend, MSW, RSW is a licensed social worker and in the new role of Assistant Professor and Toldo Chair in Human Formation at St. Peter's Seminary. She has been a social worker for 34 years and has worked in a family service setting, primary healthcare, and as adjunct professor at The Department of Family Medicine at Western. She previously taught undergraduate courses in the Department of Social Work at King's University College in London. She has specialized in mental health, trauma treatment and family counselling. She has presented at numerous workshops and conferences on an array of topics including parenting, mental health, trauma, domestic violence, and spiritual wellness.

V. Course Requirements & Assignments

a) Attendance

It is expected that to optimize the learning experience, students will be present for all classes except in emergency situations. Notify your instructor in advance if you anticipate missing a class. It is the student's responsibility to follow up on missed work and assignments.

b) Participation – 15%

A portion of your final grade will be determined by attendance, punctuality, engagement with the lesson and with peers.

c) Assignments

i) Mid-Term 30%

ii) Presentation – 30%

*Students will confirm their topic by the end of the fourth class, Oct 2nd. Presentations will take place on Nov 27th and Dec 4th.

iii) Final Exam (Written or Oral) – 25%

iv) Participation – 15%

Class Outline

Week #1 - Sept 11/24

Lecture Topic: History, Images and Functions of Pastoral Care – Biblical and Theological Foundations

Required Readings

Oden, Thomas C. 1985. "Pastoral Care and the Unity of Theological Education." *Theology Today* (Ephrata, Pa.) 42 (1): 34–42.

Oden, Thomas C. 1992. "The Historic Pastoral Care Tradition: A Resource for Christian Psychologists." *Journal of Psychology and Theology* 20 (2): 137–46.

Week #2 – Sept 18/24

Lecture Topic: What Exactly is Pastoral Care? Practical Biblical Wisdom and the Integration of Theology & Psychology

Required Readings

Clinebell, Howard, and Bridget Clare McKeever. 2011. *Basic Types of Pastoral Care & Counseling: Resources for the Ministry of Healing and Growth*. Updated and rev. / Bridget Clare McKeever. Nashville: Abingdon Press. **Chapters 1 and 2**

LaMothe, Ryan. 2018. "Giving Counsel: Donald Capps' Contributions to Pastoral Counseling." *Journal of Religion and Health* 57 (2): 509–22.

Optional Reading

Hall, M. Elizabeth Lewis, Richard Langer, and Jason McMartin. 2010. "The Role of Suffering in Human Flourishing: Contributions from Positive Psychology, Theology, and Philosophy." *Journal of Psychology and Theology* 38 (2): 111–21.

Week #3 – Sept 25/24

Lecture Topic: Pastoral Image and Identity: A Discerning Agent of Hope, Change and Reconciliation

Required Readings

Jones, P. C. 2022. Moltmann for Clinicians: Hope in Suffering and the Way of Liberation. *Journal of Psychology and Theology*, 50(1), 50–62.

McGrath-Merkle, Clare. 2011. “Gregory the Great’s Metaphor of the Physician of the Heart as a Model for Pastoral Identity.” *Journal of Religion and Health* 50 (2): 374–88.

Optional Reading

Kim, Kyubo. 2017. “The Power of Being Vulnerable in Christian Soul Care: Common Humanity and Humility.” *Journal of Religion and Health* 56 (1): 355–69.

Week #4 – Oct 2/24

Lecture Topic: Pastoral Care Models: Biblical Approaches to Goal-Focused Care & Counselling

Required Readings

Kollar, Charles Allen. 2011. *Solution-Focused Pastoral Counseling: An Effective Short-Term Approach for Getting People Back on Track*. Updated and expanded. Grand Rapids, Michigan: Zondervan. **Chapter 7**

Stone, Howard W. 1994. “Brief Pastoral Counseling.” *The Journal of Pastoral Care* 48 (1): 33–43.

Optional Reading

Pearce, Michelle, and Harold G. Koenig. 2013. “Cognitive Behavioural Therapy for the Treatment of Depression in Christian Patients with Medical Illness.” *Mental Health, Religion & Culture* 16 (7): 730–40.

Week #5 – Oct 9/24

Lecture Topic: Pastoral Skills – Part I: Therapeutic Presence & Biblical Principles of Care
: Attunement, Reflection, Validation, Exploration
: Cognitive vs. Emotional Empathy

Required Readings

Barnes, Craig. 2014. "I Don't Feel Your Pain." *The Christian Century* (1902) 131(15): 35

Nesbit Sbanotto, Elisabeth A., Heather Davediuk Gingrich, and Fred C. Gingrich. 2016. *Skills for Effective Counseling: A Faith-Based Integration*. Downers Grove, IL: InterVarsity Press.

Chapters 2 and 7

Optional Reading

[compelling-people-neffinger-en-20582.pdf \(secretweaponleader.com\)](https://secretweaponleader.com/compelling-people-neffinger-en-20582.pdf)

Compelling People – book summary

Week #6 – Break Week – Oct 14-18

Week #7 – Oct 23/24

Lecture Topic: Life Issues – Part I: Mental Health, Addictions, Grief, Family Distress

Required Readings

Doka, Kenneth J. 2020. "Disenfranchised Grief and Non-Death Losses 1." In *Non-Death Loss and Grief*, 1st ed., 25–35. Routledge.

Hater, R.J. 2017. Applying Lessons of Loss: Through his father's death, writer learned how to accompany those suffering from grief. *Priest*, 73(11), 1-5.

Scrutton, Anastasia Philippa. 2015. "Two Christian Theologies of Depression: An Evaluation and Discussion of Clinical Implications." *Philosophy, Psychiatry & Psychology* 22 (4): 275–89.

Optional

Bingaman, Kirk A. 2010. "A Pastoral Theological Approach to the New Anxiety." *Pastoral Psychology* 59 (6): 659–70.

Week #8 – Oct 30/24

Lecture Topic: Pastoral Skills - Part II: Humor, Transference & Self-Disclosure
: Therapeutic Use of Spiritual Disciplines

Required Readings

Pedhu, Yoseph. 2019. "Efforts to Overcome Countertransference in Pastoral Counseling Relationships." *The Journal of Pastoral Care & Counseling* 73 (2): 74–81.

Capps, Donald. 2006. "The Psychological Benefits of Humor." *Pastoral Psychology* 54 (5): 393–411.

Week #9 – Nov 6/24

Mid-Term

Week #10 – Nov 13/24

Lecture Topic: Life Issues – Part II: Marital Distress, Spiritual Crisis, Trauma & Abuse

Required Readings

Stone, Howard W. 1998. "Depression and Spiritual Desolation." *The Journal of Pastoral Care* 52 (4): 389–96.

Strickland, D. 2022. Foundations of Trauma Care for Biblical Counselors. *The Journal of Biblical Counseling*, 36(2), 25-56.

Optional Readings

Bruns, Eric J., Charla Lewis, Linda M. Kinney, Leah Rosner, Mark D. Weist, and Joyce A. Dantzler. 2005. "Clergy Members as Responders to Victims of Sexual Abuse and Assault." *Journal of Religion & Spirituality in Social Work* 24 (3): 3–19.

Wang, David C. 2011. "Two Perspectives on Spiritual Dryness: Spiritual Desertion and the Dark Night of the Soul." *Journal of Spiritual Formation and Soul Care* 4 (1): 27–42.
<https://doi.org/10.1177/193979091100400103>.

Week #11 – Nov 20/24

Lecture Topic: Ethics & Pastoral Care: Boundaries, Power Differential and Legal Perspectives

Required Readings

Leimgruber, Ute. 2022. "Vulnerance of Pastoral Care." *Religions* (Basel, Switzerland) 13 (3): 256–.

Plante, Thomas G. 2020. "Clericalism Contributes to Religious, Spiritual, and Behavioral Struggles Among Catholic Priests." *Religions* 11 (5): 217–.

Week #12 – Nov 27/24

Presentation

Lecture Topic: Pastoral Self-Care: Moral Injury, Burnout, Compassion Fatigue & Vicarious Trauma – "*The Cost of Caring*"

Required Readings

Louw, Daniël. 2015. "Compassion Fatigue: Spiritual Exhaustion and the Cost of Caring in the Pastoral Ministry. Towards a 'Pastoral Diagnosis' in Caregiving." *Hervormde Theologische Studies* 71 (2): 1–10.

Rossetti, Stephen J, and Colin J Rhoades. 2013. "Burnout in Catholic Clergy: A Predictive Model Using Psychological and Spiritual Variables." *Psychology of Religion and Spirituality* 5 (4): 335–41.

Week #13 – Dec 4/24

Presentation

Lecture Topic: Pastoral Self-Care: Moral Injury, Burnout, Compassion Fatigue & Vicarious Trauma – "*The Cost of Caring*"

Required Readings

Louw, Daniël. 2015. "Compassion Fatigue: Spiritual Exhaustion and the Cost of Caring in the Pastoral Ministry. Towards a 'Pastoral Diagnosis' in Caregiving." *Hervormde Theologische Studies* 71 (2): 1–10.

Rossetti, Stephen J, and Colin J Rhoades. 2013. "Burnout in Catholic Clergy: A Predictive Model Using Psychological and Spiritual Variables." *Psychology of Religion and Spirituality* 5 (4): 335–41.

UNIVERSITY REGULATIONS AND SUPPORT SERVICES

Students are responsible for knowing the University's academic policies and regulations and any particularities of their own course of study. Ignorance of these policies is not an excuse for any violation thereof.

The following policies are particularly important to note:

Accommodations for Tests/Examinations: Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. All students requiring academic accommodations for tests and examinations must use the services offered through King's University College.

How to Request Academic Accommodation – King's Students:

<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medicalaccommodation/>

UWO Policy on Accommodation for Medical Illness:

https://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC): <https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

Scholastic Offences: Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism.

All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. <http://elearningtoolkit.uwo.ca/terms/plagiarism.html>

Copyright re: Course Material: Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website, he/she should ask for the student's written permission.

(Commercial use of Course material - <http://umd.edu/legal/commercial.html>)

Scholarly Citation:

According to the policy adopted by the faculty of St. Peter's Seminary, all citations, references and bibliographies in written assignments are to follow the formatting prescribed in the Chicago Manual of Style. Footnotes are to be used, rather than author-date references in the body of the text.

Please review and consult the summary provided by Kenrick-Glenon Seminary at <https://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf> for further information.

Submission of Assignments: It is the responsibility of the student to organize his or her work so that the assignments are completed on time. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission. Students who are unable to hand in assignments or take examinations for legitimate reasons must consult with the instructor. If the reason is medical, students may be required to provide a note from a doctor. Ordinarily, all assignments and exams will be made up at a later date. In certain circumstances, the final grading scheme may be re-weighted if the missed assignment is of a low weight.

Selection and Registration of Courses: Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s)

have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.

Classroom Conduct: Students are expected to conduct themselves with respect for everyone and with professionalism in all classroom activities. Laptops and other electronic devices may be used for classroom academic activities only. The use of such devices must always be in accord with the common good of the whole learning community as specified by the instructor. The instructor may choose at any time to limit their use for instructional purposes or because of the disruptive use of such devices.

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Support Services: Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King's is available at <http://www.kings.uwo.ca/current-students/student-services/>

For emotional/mental health assistance see:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>

Students who are in emotional/mental health distress should refer to Mental Health@Western: <https://uwo.ca/health/services/students/index.html> for a complete list of options about how to obtain help. 8 University Students Council provides many valuable support services for students (including the health insurance plan)

<http://westernusc.ca/services/>.

These services are not meant to replace those offered at the Seminary but may be beneficial to our students after consultation with the appropriate instructors, administrators, and formators.