

Course of Study School
COS 113: Pastoral Care for Spiritual Formation
Summer Intensive 2010 – August 9-13, August 16 – 20, 2010

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I. Course Description

Exploration of the caring presence and actions of the pastor as a form of spiritual leadership and formation. Skills of effective pastoral care will be presented and practiced, including effective listening and response skills, awareness of cultural differences, timely intervention, and appropriate referral. Students will be encouraged to reflect on their personal strengths, need for growth in developing relational skills, self-care, and the development of personal spiritual practices - all in the context of the community of faith.

II. Course Objectives

1. Development of the pastor's identity as a spiritual leader and care giver, with emphasis on the need for continuing spiritual and professional growth.
2. Instruction, practice, and feedback on basic communication skills including verbal and nonverbal communication.
3. Examination of basic methods for dealing with developmental issues and life crises, including when and how to refer to other sources of assistance.
4. Exploration of ethical issues including confidentiality, personal and professional boundaries, and the pastor's legal responsibilities.
5. Introduction to Wesleyan understandings of spirituality and spiritual practice.

III. Required Reading

NOTE: Students are expected to read Dittes Culbertson prior to August 9th. Students are expected to read Bidwell and Wimberly prior to August 16th. The assignments must be completed by the dates indicated below, under assignments.

Dittes, James. *Pastoral Counseling: The Basics*. Louisville, KY: Westminster John Knox Press, 1999.

Culbertson, Philip Leroy. *Caring For God's People: Counseling and Christian Wholeness*. Minneapolis: Fortress Press, 2000.

Bidwell, Duane R. *Short-Term Spiritual Guidance*. Minneapolis: Fortress Press, 2004.

Wimberly, Edward. *Recalling Our Own Stories: Spiritual Renewal for Religious Caregivers*, 1997. Jossey-Bass.

IV. Class Schedule

August 9: Dittes. *Pastoral Counseling: The Basics*. All chapters.

NOTE: Comparative Analysis Paper Due!

Discussion of the nature of pastoral & spiritual care

August 10: Culbertson. *Caring for God's People*. Chapters 1 – 3

Theoretical frameworks for pastoral & spiritual care

August 11: Culbertson. *Caring for God's People*. Chapters 4 – 6

Premarital, marriage, and divorce pastoral care

August 12: Culbertson. *Caring for God's People*. Chapters 7- 8

Ministry with those who mourn

August 13: REVIEW and OPEN DISCUSSION

August 16: Culbertson. *Caring for God's People*. Chapters 9-10

NOTE: Self-Assessment as a Spiritual Caregiver Due!

The Praxis of pastoral care and counseling

August 17: Bidwell. *Short-Term Spiritual Guidance*. Chapters 1-5

The ministry of spiritual direction

August 18: Bidwell. *Short-Term Spiritual Guidance*. Chapters 6-9

Spiritual direction with couples and families

August 19: *Practical Exercises and an Integrative Discussion:*

Applying Dittes, Culbertson, and Bidwell

August 20: Wimberly. *Recalling Our Own Stories*. All chapters.

Attending to our spiritual needs: Issues of self care

V. Assignments

Your written work is for the instructor only and will be treated as confidential. A hard copy of your assignments will be due at the beginning of class on the due date. On all assignments please observe the following:

Include your name, phone number, and e-mail address.

All pages need to be numbered.

All assignments should be typed (no exceptions) in a 10-12 pt. font and double-spaced.

It is vital to observe the maximum number of pages allowed for the assignments. Pastoral ministry almost never affords us the opportunity to express ourselves at great length in written form. The longest form of self-expression we typically enjoy is a sermon. These assignments are structured to help you succinctly express your ideas.

Please leave a left hand margin of 1 1/2"-2." This makes it easier to return papers with quality written comments.

Assignments should include a list of "References" or "Works Cited" at the end with a complete bibliographic citation. Material cited from one of these sources can be noted in the body of the text in parentheses. *E.g.*: (Culbertson, p. 105) or (Bidwell, p. 6) or (Dittes, *Pastoral Counseling: The Basics*, p. 52).

Students involved in theological education should be able to use the English language correctly with regard to grammar, spelling, syntax and overall clarity of expression. More than two errors per page will normally result in some reduction of the overall grade for an assignment.

Keep copies of *everything* that you hand in.

Note about submitting work electronically: Hard copies of all assignments are due at the beginning of the respective sessions as noted below.

1. Comparative Analysis of Culbertson and Dittes (5-6 pages, Maximum). DUE: August 9, 2010

After reading Philip Culbertson *Caring for God's People* and James Dittes' *Pastoral Counseling: The Basics*, write a comparative analysis of the two books that addresses the following three matters:

- *Identify and briefly elaborate* on one thing that Culbertson believes is essential to the *personhood* of the pastoral caregiver and one thing that Dittes believes is essential to the *personhood* of the pastoral caregiver. (approx. 1 page)

- *Identify and discuss* two ways in which Culbertson's and Dittes' views about pastoral ministry are *alike*, and two ways in which their views about pastoral ministry *differ*. Where you sense that their views differ, indicate which is more in keeping with your own view. (approx. 2 pages)

- *Engage* the authors in a dialog about a topic that you sense might be of common interest to them based on reading their books. Let your own interests be your guide. The idea here is to explore and integrate what you believe these authors have taught you about a particular topic. (approx. 3 pages)

If you would like to entertain a specific suggestion for this part of the assignment you might try this: 1) Explain what you understand the significance of Dittes' "Four Levels or Facets of Human Development" (pp. 29-36) to be for his book as a whole, and 2) Explain what you think Culbertson's reaction would be to Dittes' "Four Levels or Facets of Human Development."

2. Assessment of Yourself as a Spiritual Caregiver: A Case Study (5-6 pages-Maximum). DUE: August 16, 2010

This assignment is designed to help you evaluate your strengths and liabilities as a spiritual caregiver based on your actual ministry experience. Loosely speaking, the assignment is a kind of "case study." You may choose *one* of the following two options:

1. "Recalling Our Stories" - Using Wimberly's book, *Recalling Our Stories*, as a framework and reference tool address the following:

- *Identify* the "major myth" in your own life or in the life of someone with whom you have ministered recently (approximately the last 12 months). The "major myth" you identify may coincide with one of the "myths" identified by Wimberly, or you may feel free to name it as you wish. However you identify the myth, you should make explicit reference to how Wimberly's work assisted you in your identification. (approx. 2 pp.)

- *Utilize* the four step model identified on p. 13 (see below) in Wimberly to comment on the process by which you, or the person with whom you are ministering, is attempting to *re-author* the myth in question. (approx. 4 pp., one page per step)

A MODEL for REAUTHORING MYTHOLOGIES

First - identify the themes of the myths so we can see the effects of the myths more clearly

Second - assess whether our myths are producing growth or keeping us wounded

Third - assess the ongoing call; how is it renewing our major myth and its themes?

Fourth - set goals; plans to alter myths and realign them with call

Note: This first option for the assignment assumes that self-care is as important a form of spiritual care as care for the other. It assumes that examining the work you are doing on re-authoring your own "major myth" is a useful and valid way to help you evaluate your strengths and liabilities as a spiritual caregiver based on your actual ministry experience. So the "case" you are presenting may involve either yourself or someone else as the primary focus of your care.

-OR-

2. "Assessing Yourself as a Spiritual Caregiver" - Using Bidwell's book, *Short-Term Spiritual Guidance*, as a framework and reference tool, address the following:

- *Describe* briefly the context of your ministry (e.g. congregation, social service, etc., size, age, setting, ethnic/denominational background if important). (approx. 1/2 page)
- *Identify* and *describe* a situation in which you have provided a ministry of spiritual care for some person(s). Comment briefly on the following: basic information about the other person(s) in the situation and the key problems, issues, difficulties encountered. (e.g., age, gender, denomination, socio-economic factors, key psychological/theological themes, etc.) (approx. 2 pages)
- *Outline* at least five key issues that you believe Bidwell understands to be essential to the ministry of spiritual care, which might also be called "holy listening" or "the art of spiritual direction." (approx. 2 pages)
- *Assess* your own functioning as a spiritual caregiver in the situation identified above, making explicit reference to the key issues you have outlined from Bidwell. Comment intentionally on what you believe was helpful about your ministry in this situation and why, as well as what you would like to improve and how you plan to do so. (approx. 2 pages)

ACADEMIC HONOR POLICY

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling academic requirements must be the original work of the student.

Violations of academic honor include any action by a student indicating lack of integrity in academic ethics. Violations include, but are not limited to, cheating and plagiarism.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting the published or unpublished words or ideas of another [including online resources] as if it were one's own work. A writer's work should be regarded as his or her own property. Any person who knowingly (whether intentionally or unintentionally) uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions:

- (1) warning
- (2) probation
- (3) suspension for the remainder of the course
- (4) dismissal from the Course of Study School of Ohio
- (5) failing grade for the course.

Regardless of the outcome, a letter will be sent to the student's district superintendent and Board of Ordained Ministry.

COURSE ORDER FORM
COS 113
August 2010
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Required Texts

- ___ Dittes: *Pastoral Counseling: The Basics* 0664257380
- ___ Culbertson: *Caring for God's People: Counseling and Christian Wholeness*
- ___ Bidwell: *Short-Term Spiritual Guidance* 0800636589
- ___ Wimberly: *Recalling Our Own Stories:
Spiritual Renewal for Religious Caregivers* 0787903639

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