Conrad Grebel University College
University of Waterloo
TS 684: Pastoral Care
Fall 2019

Class Time: Tuesdays 1:00 – 3:50
Location: Room 2201

Instructor: Assistant Professor Carol Penner
Office Hours: Tuesday 10:00 – 12:00
Office Location: Room 2112
Phone: 519-885-0220 x24241
Email: c2penner@uwaterloo.ca

Course Description:
This course explores Christian pastoral care. Why is pastoral care necessary? What methods do we use in providing effective pastoral care? Students will be encouraged to explore their pastoral identity through self-awareness of their own emotional history and social location. Deep listening and empathy will be cultivated through the assignments, case studies and role playing in class. A variety of pastoral care contexts and issues will be surveyed, as well as the importance of ethical boundaries and self-care.

Learning Goals:
1. Students will be able to describe the biblical roots and theological importance of pastoral care.
2. Students will be able to identify a variety of pastoral care approaches for a specific pastoral context.
3. Students will develop effective communication skills for pastoral care.
4. Students will analyze how their own contexts (age, gender, culture, class, race, sexual orientation, geography), personal history, and emotions shape their work as a pastoral caregiver.
5. Students will give and receive feedback about their pastoral caregiving skills, with an emphasis on empathy that is observable.
6. Students will be able to delineate the ethical obligations of a pastoral caregiver, including healthy boundaries and the importance of self-care.
7. Students will be able to identify how pastoral care is delivered in culturally diverse ecumenical congregational and community settings, with special attention to the marginalized.
8. Students will understand the importance of and be resourced for next steps in life-long learning.
Required Reading Materials:

Texts:


Articles:


Evaluations:

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<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date</th>
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<tr>
<td>Journal: Receiving Empathetic Caregiving</td>
<td>10%</td>
<td>September 17</td>
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<tr>
<td>Journal: My Identity as a Caregiver</td>
<td>10%</td>
<td>October 1</td>
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<tr>
<td>Caregiving Partners Reflection</td>
<td>20%</td>
<td>October 29</td>
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<tr>
<td>Research Paper</td>
<td>40%</td>
<td>December 3</td>
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<tr>
<td>Prayer Assignments</td>
<td>10%</td>
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<tr>
<td>Reading Summaries</td>
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Assignments:

#1. Journal: Receiving Empathetic Caregiving (10%)

*Goal: To demonstrate personal reflection on the pastoral role and develop insight into the effects of empathetic caregiving.*

*Due Date: September 17*

*Length: 500-750 words*

Choose a significant conversation from your own life, where a pastor showed care to you in a difficult time. Journal about this experience. Questions you might consider are:

- Were there non-verbal cues that showed you this person was caring?
- How did they encourage you to share your story?
- What was their response to what you shared?
- Was there silence in this encounter?
- What helped to make you feel at ease or comfortable to share your story?
- How did you know that the pastor empathized with you?

#2. Journal: My Identity as a Caregiver (10%)

*Goal: To demonstrate self-awareness of your own identity as a pastoral caregiver.*

*Due Date: October 1*

*Length: 1000-1250 words*

Explore how your own identity impacts your work as a pastoral caregiver. Questions you should consider are:

- What strengths do you bring to this work from your personal/family history?
- What challenges do you face as a caregiver as a result of your personal/family history?
- How does your personality impact your caregiving role? As you respond, refer to personality testing that you have done (mandatory for those who have taken TS 677 Church & Ministry).
- Include an example of a caring conversation you have had with someone where your personal/family history impacted the caregiving you offered.

#3. Caregiving Partners Reflection (20%)

*Goal: To develop evaluative skills in pastoral caregiving, and to receive feedback about your own pastoral caregiving skills.*
Due Date: October 29
Length: 1250–1500 words

You will be assigned a partner from the class; you will need to schedule two 60 minute blocks of time together. In the first 30 minutes one of you will be a caregiver, and one will be the care-receiver. The caregiver will come with an identity of someone who is going through some sort of problem (e.g., facing illness, unemployment, grief). The conversation will likely work best if you assume an identity of someone you know well who is going through this type of pastoral issue. The care receiver will share a few sentences about the context for this meeting and their identity (e.g., “I am new to the congregation, you are my pastor, I am a fifty year old man facing heart surgery. You are visiting me in the hospital.” “We are meeting for the first time, in a coffee shop, you are my youth pastor, and my mom just died.”) Have a timed 30 minute pastoral conversation. After the 30 minutes, come out of your roles, and debrief the conversation for twenty minutes.

For the care receiver, comment on:
--did you feel heard?
--did you feel cared for?
--when did you feel the most comfortable in the conversation?
--did you feel uncomfortable or misunderstood? When exactly?
--Is there something you would have liked to share, but you never got a chance?
--how did your respective social locations (age, gender, culture, class, race, sexual orientation, geography) influence the effectiveness of this interaction?

For the caregiver, comment on
--at what points in the conversation did you feel you were making a connection?
--name the various emotions you observed/heard
--name any emotions you experienced yourself in this exchange
--were there any points where you were unsure where to go? Why?
--were you able to encourage sharing about topics of meaning/faith?
--is there something you would have liked to ask about, but didn’t know how?
--how did your respective social locations (age, gender, culture, class, race, sexual orientation, geography) influence the effectiveness of this interaction?

Conclude your hour by sharing any learnings you have from this experience.
When you meet for your next hour, reverse roles.
After the two hour-long sessions, individually write a reflection about being a caregiver (this is not a group project). Address the questions in the caregiver section above. What did you learn about the caregiving role, and yourself as a caregiver through this exercise? Be sure to include not just your own impression, but the feedback you received from your partner. In the final page of your reflection comment on how it felt to receive care. Did you feel your caregiver made a connection? Why or why not? What is at stake if your caregiver connects with you or fails to connect with you?
#4. Research Paper (40%)

Goal: To demonstrate the ability to analyze a pastoral care context, to develop pastoral care approaches in a specific congregational setting, and outline ethical considerations.

Due Date: December 3
Length: 2500-3000 words

Choose an issue from the list below that resonates with a pastoral care concern that has touched someone you know. Note: you must confirm your topic with the instructor.

- Dementia and Alzheimer’s Disease
- Addiction
- Serious illness (e.g. cancer)
- Unemployment
- Mental illness (choose a specific type)
- Grief
- Disability (choose a specific type)
- Prison Sentence
- Sexual abuse or assault
- Marriage breakdown and divorce
- Questioning sexual Identity
- Palliative care
- Homelessness
- Suicide

Your paper should include
a) a description of the pastoral care issue (1 pp.)
b) pastoral concerns and responses (4 -5 pp.)
c) analysis of how this issue is being addressed in your congregation/community, including any suggestions you have for improving this (1-2 pp.)
d) ethical and boundary issues for pastoral caregivers in this context (1-2 pp.)
e) an example of how this issue could be addressed in a worship service (include a prayer you have found or written, or a sermon idea from a biblical text) (1-2 page)
e) a bibliography that shows extensive research of this topic including at least 3 books and 4 articles

**In the final two weeks of class students will be invited to share what they are learning about their pastoral care topic (10-12 minutes)**

#5. Reading Summaries (10%)
#6. Prayer Assignments (10%)

Pastoral caregiving often involves praying with people. The purpose of this assignment is to encourage thoughtful praying. The class will be divided into two groups (Group A and B). Each group will receive a handout the week before with a number of prayers on a specific topic gleaned from various traditions. Read these prayers and note what they are addressing; then write your own prayer in a style that reflects your tradition (prayers should not be more than 175 words). Some traditions rely exclusively on extemporaneous prayer, you can record yourself praying and then write out what you said. In class, each group will reflect on the prayers they read, and then they will share their prayers with the class about the topic. The other group can ask questions and comment. Then the other group will share their reflections and prayers. At the end of the class, you will hand in your prayer.

Course Schedule:

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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| 1.   | What is Pastoral Care?  
      | **Goal:** to explore the varieties of pastoral care in today's changing religious landscape. | Baab, *Nurturing Hope*, pp. 1-44. |
| 2.   | Missional Pastoral Care  
      | **Goal:** to explore the theological underpinnings of pastoral care as a mission of the church. | Baab, *Nurturing Hope*, pp. 45-91.  
| 3.   | Worship as Pastoral Care: The Bible as a Resource  
      | **Goal:** to explore the usefulness and dangers of the biblical text in pastoral care.  
      | **Guest Speaker:** Dr. Derek Suderman | Baab, *Nurturing Hope*, pp. 93-126  
      | **Group A:** Smith, “Worship in Times of Crisis”, pp. 53-89.  
      | **Group B:** Ekblad, “Reading the Psalms”, pp. 127-153. |
| 4.   | Listening and Presence: The Key to Pastoral Care  
      | **Goal:** to explore the dynamics of empathy, and to begin practicing listening skills | Baab, *Nurturing Hope*, pp. 127-148.  
      | **Group A:** Stinson-Wesley, S. Amelia.  
      | “Daughters of Tamar: Pastoral Care for Survivors of Rape,” pp. 222-239.  
| 5.   | Identity and Context: Knowing Yourself, Knowing Others  
<pre><code>  | **Group A:** Taylor, “Race, Ethnicity, and the Struggle for an Inclusive Church and Society,” pp. 152-164. |
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<td></td>
<td><strong>Reading Week</strong></td>
<td><strong>Group B</strong>: Oberwise Lacock, &amp; Eastin, “We Hold Our Stories in Blankets: Pastoral Care with American Indian Women,” pp. 93-112</td>
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| Oct 15 | **Emotion: Not Just the Facts**                 | **Goal**: to explore emotion in the ones receiving care as well as the caregiver, and to receive feedback about the way you are sharing emotions
|        |                                                 | **Savage**, *Listening and Caring Skills*, pp. 49-62.                 |
|        |                                                 | **Taylor**, *Skilled Pastor*, pp. 31-44.                               |
| 6. Oct 22 | The Stories We Tell: Narrative Pastoral Care  | **Goal**: to examine storytelling as a model of pastoral care
|        | Pastoral Care and Transformation                | **Scheib**, “Reading Lifestories,” pp. 101-118.                       |
| 7. Oct 29 | Pastoral Care in the Different Contexts of Sickness and Disability | **Goal**: to explore how attitudes towards sickness and disability affect pastoral care
<p>|        |                                                 | <strong>Guest Speaker: Dr. Jason Greig</strong>                                   |
| 8. Nov 5 | Nurturing Spirituality                         | <strong>Calder</strong>, “’God Has Chosen this for You’ - ‘Really?’”, pp. 5-19.    |
|        |                                                 | <strong>Group A</strong>: Prayer for Chronic Illness                               |
|        |                                                 | <strong>Group B</strong>: Prayer for Serious Illness                               |
|        |                                                 | <strong>Bueckert, “Stepping into the Borderlands: Prayer with People of Different Faiths,” pp. 25-45.</strong> Group A**: Prayer before Death <strong>Group B</strong>: Prayer after Death |</p>
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<td><strong>Goal: to explore the diversity of pastoral care approaches</strong></td>
<td>Taylor, <em>Skilled Pastor</em>, pp. 31-57.</td>
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<td><strong>Guest Speakers: Martha Smith Good and Johanna Wall.</strong></td>
<td><strong>Group A: Prayer for Marriage Problems</strong></td>
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<td><strong>Group B: Prayer for Unemployment</strong></td>
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<td><strong>Goal: to examine the theological assumptions of effective pastoral care</strong></td>
<td>Taylor, <em>Skilled Pastor</em>, pp. 61-80.</td>
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<td><strong>Student Presentations</strong></td>
<td><strong>Group A: Prayer after Childbirth</strong></td>
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<td><strong>Group B: Blessing for a New Home</strong></td>
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<td>12. Dec 3</td>
<td><strong>Pastoral Care and Life-long Learning</strong></td>
<td>Taylor, <em>Skilled Pastor</em>, pp. 81-119.</td>
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<td><strong>Goal: to discuss ongoing resourcing for pastoral caregivers</strong></td>
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**UWaterloo Policies**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Arts:** [Academic Integrity website](http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html)  
**University of Waterloo:** [Academic Integrity Office](http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html)

**Notes**

**Class Attendance**

Being present and participating in class discussion and activities is essential for the pedagogical method of this course. Students are expected to come to class having read the required readings for the day, with readiness to discuss them. If you are unable to make the class, please let the instructor know by email if you will be absent. If you miss three classes, even for unavoidable reasons, an alternative assignment may be assigned at the discretion of the instructor to make up for the missed class time.

**Citations and Plagiarism**

Your sources must be fully documented, according to the *Chicago Manual of Style*, 16th edition (Chicago: University of Chicago Press, 2010). The latest edition is available on-line here. http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html. Please use the notes and bibliography system rather than the parenthetical author/date system. Using undocumented quotations from published sources, or submitting work that is not your own will have serious ramifications for your academic career.

**Tardy Assignments**

Punctual submission of assignments is expected. Late assignments will be accepted only if you have talked to the instructor ahead of time for an extension. A 5% deduction will be levied for every day an assignment is overdue.
Confidentiality
In the course of our discussions as we explore pastoral caregiving, the students or instructor may wish to share stories of a personal nature. It is expected that personal stories you hear in class will not be repeated outside the classroom without the express permission of the person who told the story.

Self-Care
Pastoral care involves interacting with people in the stressful and disturbing times of their lives. We will be discussing these various contexts for pastoral care, and at times role playing. Depending on your history, this may cause emotional stress or emotional discomfort. For self-care purposes you may excuse yourself from a discussion.

The Land on Which We Meet:
We acknowledge that we are located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and the Haudenosaunee peoples. The University of Waterloo and Conrad Grebel University are situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers (six miles) on each side of the Grand River.

Other sources of information for students:
Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds. Students suffering from problems with anxiety, depression, problems with sleep, attention, obsession or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential. Phone 519-888-4567 ext. 32655.

For students with learning differences: The AccessAbility Services (AAS) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infoc, ext. 33528, NH Room 2080.

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre