

Conrad Grebel University College
University of Waterloo
TS 684: Pastoral Care
Winter 2022

Class Time: Tuesdays 1:00 – 3:50 (first three classes 2 to 3:30 p.m. on Zoom)

Location: Room 2201, zoom link for first three classes are available on LEARN

Instructor: Assistant Professor Carol Penner

Office Hours: Tuesday 10:00 – 12:00 or by appointment

Office Location: Room 2112

Phone: 519-885-0220 x24241

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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 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:

Baab, Lynne M. *Nurturing Hope: Christian Pastoral Care in the Twenty-First Century*. Minneapolis: Fortress Press, 2018.

Savage, John. *Listening & Caring Skills: A Guide for Groups and Leaders*. Nashville: Abingdon Press, 1996.

Articles:

Boers, Arthur Paul. "Hazards, Hazards Everywhere," in *Never Call Them Jerks: Healthy Responses to Difficult Behavior*, pp. 32-56. Herndon: Alban Institute, 1999.

Bueckert, Leah Dawn. "Stepping into the Borderlands: Prayer with People of Different Faiths," in *You Welcomed Me: Interfaith Spiritual Care in the Hospital*, edited by Dawn Bueckert and Daniel S. Schipani, pp. 25-45. Kitchener: Pandora Press, 2010.

Calder, Andy. "'God Has Chosen this for You' - 'Really?' A Pastoral and Theological Appraisal of this and Some Other Well-Known Clichés used in Australia to Support People with Disabilities." *Journal of Religion, Disability & Health* 8, no. 1-2 (2004): 5-19.

Dykstra, Robert. "The Intimate Stranger," in *Images of Pastoral Care: Classic Readings*, edited by Robert Dykstra, pp. 123-136. St Louis: Chalice Press, 2005.

Ekblad, Bob. "Reading and Praying the Psalms," *Reading the Bible with the Damned*, pp. 127-153. Louisville: Westminster John Knox Press, 2005.

Faber, Heije. "The Circus Clown," in *Images of Pastoral Care: Classic Readings*, edited by Robert Dykstra, pp. 85-93. St Louis: Chalice Press, 2005.

Fowler, Gene. "Caring for Individuals and Families who Mourn," in *Caring through the Funeral: A Pastor's Guide*, pp. 55-71. St. Louis: Chalice Press, 2004.

Hamman, Jaco J. "The Capacity to be Alone," in *Becoming a Pastor: Forming Self and Soul for Ministry*, Revised Edition, pp. 114-144. Cleveland: Pilgrim Press, 2014.

Howard Merritt, Carol. "Fostering Intergenerational Relationships," in *Tribal Church: Ministering to the Missing Generation*, pp. 19-38. Herndon: Alban Institute, 2007.

Liberty, Patricia L. "Grief and Loss: Dealing with Feelings," in *When a Congregation is Betrayed: Responding to Clergy Misconduct*, edited by Beth Ann Gaede, pp. 40-45. Lanham: Alban Institute, 2006.

McCloughry, Roy and Wayne Morris. "From Care to Friendship," in *Making a World of Difference: Christian Reflections on Disability*, pp. 83-93. London: SPCK, 2002.

Meller, William H and Robert H. Albers. "Depression," in *Ministry with Persons with Mental Illness and Their Families*, edited by Robert H. Albers, William H. Meller & Steven D. Thurber, pp. 11-32. Minneapolis: Fortress Press, 2012.

Oberwise Lacock, Michelle and Carol Lakota Eastin. "We Hold Our Stories in Blankets: Pastoral Care with American Indian Women," in *Women Out of Order: Risking Change and Creating Care in a Multicultural World*, edited by Jeanne Stevenson-Moessner and Teresa Snorton, pp. 93-112. Minneapolis: Fortress Press, 2010.

Scheib, Karen D. "Reading Lifestories: The Art of Close Reading," in *Pastoral Care: Telling the Stories of Our Lives*, pp. 101-118. Nashville: Abingdon Press, 2016.

Scheib, "Restorying in Transition and Travail," in *Pastoral Care*, pp. 119-139.

Schlager, Bernard. "Caring for LGBTQ People in Their Interpersonal and Family Relationships," *Ministry Among God's Queer Folk: LGBTQ Pastoral Care*, edited by Bernard Schlager and David Kundtz, pp. 178-217. Eugene, OR: Cascade Books, 2019.

Schlager, Bernard. "Coming Out," in *Ministry Among God's Queer Folk: LGBTQ Pastoral Care*, pp. 124-152.

Smith, Kathleen S. "Worship in Times of Crisis," in *Stilling the Storm: Worship and Congregational Leadership in Difficult Times*, pp. 53-89. Lanham: Alban Institute, 2006.

Stinson-Wesley, S. Amelia. "Daughters of Tamar: Pastoral Care for Survivors of Rape," in *Through the Eyes of Women: Insights for Pastoral Care*, edited by Jeanne Stevenson Moessner, pp. 222-239. Minneapolis: Fortress Press, 1996.

Taylor, Charles W. "Race, Ethnicity, and the Struggle for an Inclusive Church and Society," in *Pastoral Care and Social Conflict*, edited by Pamela D. Couture and Rodney J. Hunter, pp. 152-164. Nashville: Abingdon Press, 1995.

Wittwer, Tanya. "Pastoral Considerations for a Pandemic," *Stimulus* 27, no. 3 (2020): 28-35.

Evaluations:

Assignment	Weighting	Due Date
Journal: Receiving Empathetic Caregiving	10%	January 18
Journal: My Identity as a Caregiver	10%	February 1
Major Seminar	40%	March 22 or 29
Prayer Assignments	10%	ongoing
Critical Book Review	30%	April 12

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: January 18

Length: 500-750 words

Details: Upload your assignment on LEARN, it should be double spaced, in a Word document

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?

Who talked the most in this encounter?

Was there silence in this encounter?

What helped to make you feel at ease or comfortable enough to share your story?

How did you know that the pastor empathized with you?

What significance did this conversation have for you?

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

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

Due Date: February 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 may have done.

Include an example of a caring conversation you have had with someone where your personal/family history impacted the caregiving you offered.

Looking back with hindsight at that conversation, is there anything you would have done differently?

#3. Major Seminar Presentation (40%)

Goal: To demonstrate the ability to outline the issues arising within a specific pastoral care context, and to describe a variety of pastoral care approaches. To learn skills for lifelong learning.

Due Date: March 22 or 29

Length: A 25-30 minute presentation, and then lead a 30 minute discussion

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.

Serious illness

Grief and Bereavement

Miscarriage or stillbirth

Sexual abuse or assault

Palliative care

Mental illness (choose a specific type)

Marriage breakdown and divorce

Suicide

Conflict in the church

Addiction

Your seminar should include

a) a description of the pastoral care issue

b) pastoral concerns and responses

c) analysis of how this issue is currently being addressed in your congregation/community, including any suggestions you have for improving this

d) ethical and boundary issues for pastoral caregivers in this context

e) a prayer you might use with someone who is undergoing this crisis

e) an example of how this issue could be addressed in a worship service (if you had to preach on this, what text might you use?)

e) a research bibliography that includes at least 3 books and 4 articles

f) a two-page handout to share that will serve as a resource for students (includes bibliography)

g) choose an article or chapter for the class to read on your topic (this should be scanned and emailed to the instructor one week before your seminar...or provide a link... so that it can be uploaded to LEARN)

h) Prepare questions to engage the class about their own pastoral experiences with this topic.

#4. Prayer Assignments (10%)

Pastoral caregiving often involves praying with people. The purpose of this assignment is to encourage thoughtful praying. Four times during the semester you 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 (prayers should not be more than 175 words). Students will submit their prayer to LEARN before they come

class. They will be invited to share their prayers in class to foster discussion about the different ways that we pray.

#5. Critical Book Review (30%)

Goal: To deepen knowledge in a specific area of pastoral care of your own choosing.

Due Date: April 12

Length: 750-1000 words

Read one of the books in this list and provide a brief synopsis of the book (250 words), a brief critical review (250 words) where you comment on its organization, its clarity and its ideas. Finally reflect on how relevant this book is to your ministry context, and whether it has deepened your understanding or practice (250-500 words).

Choose one to review:

Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behavior*, pp. 32-56. Herndon: Alban Institute, 1999.

Ekblad, Bob. *Reading the Bible with the Damned*. Louisville: Westminster John Knox Press, 2005.

Fowler, Gene. *Caring through the Funeral: A Pastor's Guide*. St. Louis: Chalice Press, 2004.

Hamman, Jaco J. *Becoming a Pastor: Forming Self and Soul for Ministry*, Revised Edition. Cleveland: Pilgrim Press, 2014.

Howard Merritt, Carol. *Tribal Church: Ministering to the Missing Generation*. Herndon: Alban Institute, 2007.

Ministry Among God's Queer Folk: LGBTQ Pastoral Care, edited by Bernard Schlager and David Kundtz. Eugene, OR: Cascade Books, 2019.

Ministry with Persons with Mental Illness and Their Families, edited by Robert H. Alberts, William H. Meller and Steven D. Thurber. Minneapolis: Fortress Press, 2012.

Course Schedule:

Week	Topic	Reading
1. Jan 11	What is Pastoral Care? <i>Goal: to explore the varieties of pastoral care in today's changing landscape.</i>	Baab, <i>Nurturing Hope</i> , pp. 1-44.
2. Jan 18	Identity and Pastoral Care	Baab, <i>Nurturing Hope</i> , pp. 45-91.

Week	Topic	Reading
	<i>Goal: to explore the theological underpinnings of pastoral care as a mission of the church.</i>	Dykstra, "The Intimate Stranger," pp. 123-136.
3. Jan 25	Worship as Pastoral Care <i>Goal: to reflect on how worship has functioned as pastoral care in our lives.</i>	Baab, <i>Nurturing Hope</i> , pp. 93-126 Group A: Smith, "Worship in Times of Crisis", pp. 53-89. Group B: Ekblad, "Reading the Psalms", pp. 127-153.
4. Feb 1	Listening and Presence: The Key to Pastoral Care <i>Goal: to develop listening skills and foster empathy</i>	Baab, <i>Nurturing Hope</i> , pp. 127-148. Faber, "The Circus Clown," pp. 85-93. Savage, <i>Listening and Caring Skills</i> , pp. 11-27.
5. Feb 8	Contextual Pastoral Care: Knowing Yourself, Knowing Others <i>Goal: to establish self-reflection practices and to begin exploring pastoral care in diverse cultural contexts</i>	Boers, "Hazards, Hazards Everywhere," pp. 32-56. Savage, <i>Listening and Caring Skills</i> , pp. 29-48. Group A: Taylor, "Race, Ethnicity, and the Struggle for an Inclusive Church and Society," pp. 152-164. Group B: Oberwise Lacock, & Eastin, "We Hold Our Stories in Blankets: Pastoral Care with American Indian Women," pp. 93-112
6. Feb 15	Emotion: Not Just the Facts <i>Goal: to recognize emotion in those receiving care as well as the caregiver.</i>	Savage, <i>Listening and Caring Skills</i> , pp. 49-62. Group A: Liberty, "Grief and Loss: Dealing with Feelings," pp. 40-45. Stinson-Wesley, S. Amelia. "Daughters of Tamar: Pastoral Care for Survivors of Rape," pp. 222-239. Group B: Fowler, "Caring for Individuals and Families who Mourn," pp. 55-71. Meller, William H and Robert H. Albers. "Depression," pp. 11-32.
	Reading WEEK	
7. Mar 1	The Stories We Tell: Narrative Pastoral Care <i>Goal: to examine storytelling as a model of transformative pastoral care.</i>	Savage, <i>Listening and Caring Skills</i> , pp. 77-100. Scheib, "Reading Lifestories," pp. 101-118. Scheib, "Restorying in Transition and Travail," pp. 119-139.

Week	Topic	Reading
8. Mar 8	Pastoral Care in Context <i>Goal: to explore the importance of compassion and humility in the variety of human experiences</i>	Savage, <i>Listening and Caring Skills</i> , pp. 117-139. Group A: Calder, "'God Has Chosen this for You' - 'Really?'," pp. 5-19. Schlager, "Coming Out," pp. 124-152. Group B: McCloughry & Morris, "From Care to Friendship," pp. 83-93. Schlager, "Caring for LGBTQ People in Their Interpersonal and Family Relationships," pp. 178-217.
9. Mar 15	Nurturing Spirituality <i>Goal: to develop ways of talking about spirituality</i>	Baab, <i>Nurturing Hope</i> , pp. 149-186. Bueckert, "Stepping into the Borderlands: Prayer with People of Different Faiths," pp. 25-45.
10. Mar 22	Pastoral Care in Congregations <i>Goal: to explore the diversity of pastoral care approaches</i> <i>Student Presentations</i>	Merritt, "Fostering Intergenerational Relationships," pp. 19-38. Wittwer, Tanya, "Pastoral Considerations in a Pandemic," pp. 28-35. & student assigned readings
11. Mar 29	Pastoral Care and a Theology of Hope <i>Goal: to articulate the theological assumptions of effective pastoral care</i> <i>Student Presentations</i>	Baab, <i>Nurturing Hope</i> , pp. 187-192. & student assigned readings
12. Apr 5	Pastoral Care and Boundaries <i>Goal: to foster awareness of power and how it can be abused in pastoral care</i> Sharing about book reviews.	Hamman, "The Capacity to be Alone," pp. 114-144.

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](#) University of Waterloo: [Academic Integrity Office](#)

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. As mandated by the university, please follow all public guidelines in class which may involve masking, and no eating in class. If the public health directives change, or if a number of students or the instructor are isolating because of COVID-19, we may temporarily switch to a Zoom format for the in-person section of this class. Please check your email before setting out for class.

Readings

The pedagogical method we are using in the class is a shared learning approach. Some weeks the class is divided into two groups (Group A and B--this list is available on LEARN platform under Content). Our class discussion will involve one group explaining their readings to the other group.

Format, Citations and Plagiarism

Please double-space your work, which will be submitted through LEARN, preferably as Word documents. 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. Relationships between indigenous peoples and settlers have been fraught with injustice; we hope in this course to encourage careful listening, and to move forward in ways that foster respect, dignity and equality.

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/infocs, 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