I. COURSE DESCRIPTION

This course is designed to introduce students to the historic practices of pastoral care and counseling as set forth both in scripture and in church history. Pastoral care will be viewed as involving interactions with individuals and groups of people needing pastoral care; equipping the people of Christ to care for one another; and helping the local church embrace its responsibility to the surrounding community and the wider world. This course will also explore preliminary intervention in pastoral counseling, helping students to practice basic counseling skills and mobilize lay people in the local church to engage in a broad range of care giving ministries. (Ministry Cohort Course)

II. STUDENT LEARNING OUTCOMES

As a result of this course, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture within the ministry of pastoral counseling and care.
2. Establish communal and personal disciplines that nourish the pastoral counselor and caregiver.
3. Not assessed in this course.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated within pastoral counseling and care.
5. Not assessed in this course.
6. Demonstrate basic skills in pastoral counseling and care, which include intervention and mobilizing others in the church

III. COURSE REQUIREMENTS

A. REQUIRED TEXTBOOKS (Any additional handouts and readings will be placed on reserve at the Seminary library):


The Holy Bible

B. ATTENDANCE
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. ASSIGNMENTS/ASSESSMENTS OF STUDENT LEARNING
1. Personal Journey Reflection Paper. Students will reflect upon their journey of life and faith. They will explore their own family of origin issues via a systems viewpoint and examine how these have and will impact their ministry. An overview of systems theory is available online at: http://www.thebowencenter.org/pages/theory.html Students will develop and integrate into their paper a personal Life Map, and Genogram (Guides and examples are available on ANGEL). The student will come to a greater awareness of their family systems (past and present) and explore how these might impact their life, family, marriage, and ministry. The paper should be a condensed version of their personal discoveries (Please note that the student should not feel compelled to share emotional, psychological, or familial pathology or dysfunction or embarrassing family secrets. However, it is the professor’s belief that Satan maintains spiritual strongholds through secrecy and silence and we can break many of those strongholds by honestly examining and sharing our stories in a safe environment). The goal of this assignment is greater self-discovery and a deeper and more meaningful walk with God that results in a safer, more fulfilling, and fruitful lifetime of ministry. A guideline and forms for this paper are posted on ANGEL. The paper will only be seen by the professor but you will share the Life Map and Genogram forms with your group. In addition to the pages graphically illustrating the Life Map and Genogram, the paper should be 6-8 pages of reflection on your discoveries in developing your Life map and Genogram. Assignment is worth 15%
of the final grade.

2. **Pastoral Interviews & Paper** — Each student will interview 2 pastors and write a paper describing these experiences. The purpose of this assignment is to increase the student’s awareness of pastoral counseling and care practices and experiences of those currently involved in pastoral ministry. A guideline of interview questions and the format of the paper are posted on ANGEL. This paper will be a minimum of 8 and a maximum of 10 pages of typed text (excluding cover page and references page). To receive an “A” on this paper it must be turned in on time and it must follow the guidelines given with the interview questions. Assignment is worth 15% of the final grade.

3. **Lay Counseling Assessment.** Students will read the *Church Lay Counseling Risk Management Guidebook* posted on ANGEL. After reading the resource, students will write a two page assessment on the risks and rewards of offering lay counseling opportunities in the local church. Assignment is worth 10% of the final grade.

4. **Personal Philosophy of Pastoral Counseling and Care paper.** Students will be expected to write a paper on the biblical, theological and historical rationale of pastoral care they use or will use in providing pastoral care. In this paper students must synthesize pastoral care from the historical perspective of the church, biblical understandings of pastoral care from the life of Jesus and his apostles, and theological understandings of pastoral care from the student’s current ministry perspective. Use references from lectures, life experiences, group discussions, assigned texts and other research materials. Assignment is worth 20% of the final grade.

5. **Professionalism & Positive Participation**—Attendance and participation in class and small group sessions is expected, however, being “present” is much more than simply showing up. Since it is the professor’s belief that there are direct connections between how one approaches academic training and one’s professional conduct once in the pastorate, the following are expected of all students: promptness to class and small group, preparedness for class/small group, positive participation in class/small group, and professionalism in all work submitted. Assignment is worth 25% of the final grade.

6. **Reading Assignment Verification**—There are no quizzes or tests over the reading assignments for this course, however, students are expected to have completed the assigned readings before coming to class (see Professionalism and Positive Participation section above). To give credit for completing these assignments and as a means of accountability, students will be asked to verify having accomplished the assignments at the end of the semester on the form provided under the Assignment Guidelines and Resources tab under the Content tab in ANGEL. Assignment is worth
15% of the final grade.

D. Calculation of Grade

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Journey Paper</td>
<td>1, 2, 4, 6</td>
<td>15%</td>
</tr>
<tr>
<td>Pastoral Interviews Paper</td>
<td>1, 2, 4, 6</td>
<td>15%</td>
</tr>
<tr>
<td>Lay Counseling Assessment</td>
<td>1, 2, 4, 6</td>
<td>10%</td>
</tr>
<tr>
<td>Philosophy of Pastoral Care</td>
<td>1, 2, 4, 6</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>1, 2, 4, 6</td>
<td>25%</td>
</tr>
<tr>
<td>Reading Assignments</td>
<td>1, 2, 4, 6</td>
<td>15%</td>
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IV. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 25</td>
<td>Historic Practices of Pastoral Counseling &amp; Care</td>
<td>Switzer (pp. 1-35)</td>
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<tr>
<td>2</td>
<td>September 1</td>
<td>Pastoral Presence &amp; The Call to Listen</td>
<td>McKay (pp. 1-149)</td>
</tr>
<tr>
<td>3</td>
<td>September 8</td>
<td>Introduction to Family Systems Theory</td>
<td>McKay (pp. 150-284)</td>
</tr>
<tr>
<td>4</td>
<td>September 15</td>
<td>The Officiating Care Giver: Weddings &amp; Funerals</td>
<td>Maluphurs (pp. 1-148)</td>
</tr>
<tr>
<td>5</td>
<td>September 22</td>
<td>The Officiating Care Giver: Baptism, Baby Dedications, Administration of the Eucharist</td>
<td>Maluphurs (pp. 149-160; 315-330)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pers. Journey Paper Due</strong></td>
<td></td>
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<tr>
<td>6</td>
<td>September 29</td>
<td>Counseling &amp; Care Through Referral</td>
<td>Benner (all)</td>
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<td></td>
<td></td>
<td></td>
<td>Switzer (pp. 175-189)</td>
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<td></td>
<td></td>
<td></td>
<td>Collins (pp. 3-15, 83-99)</td>
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<tr>
<td>7</td>
<td>October 6</td>
<td>Counseling &amp; Care in Death &amp; Grief</td>
<td>Switzer (pp. 36-133)</td>
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<td></td>
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<td></td>
<td>Collins (pp. 465-487)</td>
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<td>8</td>
<td>October 13</td>
<td>Counseling &amp; Care in Marriage Preparation</td>
<td>Switzer (pp. 134-174)</td>
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<td></td>
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<td></td>
<td>Collins (pp. 505-543)</td>
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<td><strong>Interview Paper Due</strong></td>
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<tr>
<td>9</td>
<td>October 20</td>
<td>Counseling &amp; Care in Marital Issues</td>
<td>Collins (pp. 544-567)</td>
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<td></td>
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<td>Switzer (pp. 134-159)</td>
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<td>10</td>
<td>October 27</td>
<td>Counseling &amp; Care in Divorce Issues</td>
<td>Collins (pp. 607-632)</td>
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<tr>
<td>11</td>
<td>November 3</td>
<td>Counseling &amp; Care: Sex &amp; Sexual Issues</td>
<td>Collins (pp. 339-398)</td>
</tr>
</tbody>
</table>
V. LIFELONG LEARNING

Students are encouraged to continue their learning beyond this course. Some of the ways that students may further their training would be through:

- Reading any number of suggested books found in the bibliography of this syllabus (Section X).
- Intentionally developing friendships with other pastoral counselors that result in personal growth and planned accountability.
- Joining the American Association of Christian Counselors (AACC) and/or accessing resources from them.
- Attending the Speakers Forums offered through The Institute of Formational Counseling at ATS.

VI. SEMINARY GUIDELINES

A. ATS Academic Integrity Policy
   Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services
   If you need assistance with writing projects for your coursework, contact the ATS
Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

A. ATS GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>Unacceptable work resulting in failure to receive class credit,</td>
</tr>
</tbody>
</table>
inadequacy of work submitted or of performance and attendance in class.

VII. SELECTED BIBLIOGRAPHY OR REFERENCES


