

## MINI 417, Pastoral Counseling, Syllabus (3 credits)

### COURSE DESCRIPTION

Pastoral Care (MINI 417) is a study and practice of pastoral care, counseling principles and techniques, spiritual direction, and pastoral coaching as related to some of the most common pastoral care situations one is likely to encounter in ministry.

### REQUIRED TEXTS & RESOURCES

Carkhuff, R. R. (2009). *The art of helping* (9<sup>th</sup> ed.). Amherst, MA: Possibilities Publishing. ISBN: 978-1-59996-179-8

Nouwen, H. J. M. (1979). *The wounded healer*. New York, NY: Image Books DoubleDay. ISBN: 0-385-1480388

Peterson, E. H. (1989). *The contemplative pastor: Returning to the art of spiritual direction*. Grand Rapids, MI: Eerdmans. ISBN: 0-8029-0114-5

**NOTE:** The Point University Bookstore may offer this textbook (s) in other formats. Information can found at [www.pointuniversityshop.com](http://www.pointuniversityshop.com).

### COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	<b>Learning Activities</b>	<b>Graded Assignments</b>
<b>Week 1</b>	Unit 1: Introduction to Pastoral Care and Spiritual Formation	
	Threaded Discussion #1	Due Week 1, Day 5
	Feelings Display and Interpersonal Awareness Exercise	Due Week 1, Day 7
<b>Week 2</b>	Unit 2: General Revelation, Attachment Theory, and New Testament Love	
	Threaded Discussion #2	Due Week 2, Day 5

	Attachment and Relational Style Awareness Exercise	Due Week 2, Day 7
<b>Week 3</b>	Unit 3: Ministry of Presence—Essential Pastoral Counseling Skills	
	Threaded Discussion #3	Due Week 3, Day 5
	Counseling Session Analysis Assignment	Due Week 3, Day 7
<b>Week 4</b>	Unit 4: Pastoral Care for Grief and Spiritual Disappointments, Doubts, and Disconnection	
	Threaded Discussion #4	Due Week 4, Day 5
	Counseling Session and Analysis Exercise #1	Due Week 4, Day 7
<b>Week 5</b>	Unit 5: Caring Versus Fixing—Legalism, Grace, and Dark Nights of the Soul	
	Threaded Discussion #5	Due Week 5, Day 5
	Counseling Session and Analysis Exercise #2	Due Week 5, Day 7
<b>Week 6</b>	Unit 6: In the Trenches—Pastoral Triage, Referral, Coordinating Care, and Pastoral Care Follow-up	
	Threaded Discussion #6	Due Week 6, Day 5
	Philosophy of Pastoral Care Paper	Due Week 6, Day 7
<b>Week 7</b>	Unit 7: Keeping the Pastor in Pastoral Care—Self-Awareness and Self-Care	
	Threaded Discussion #7	Due Week 6, Day 5
	Self-Awareness and Self-Care Paper	Due Week 6, Day 7

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussions (7)	210
Self-Awareness Exercises (2)	200
Counseling Observation and Analysis Exercise (1)	90
Counseling Session and Analysis Exercise (2)	300
Pastoral Care Papers (2)	200
<b>Total Points:</b>	<b>1000</b>

## Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

### TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

<b>Goal 1:</b> The student will articulate a biblical framework for spiritual formation and a ministry of presence in pastoral care.		
	<b>Objective 1.1:</b> Students will identify the biblical and theological foundations for pastoral care.	1.2, 2.1
	<b>Objective 1.2:</b> Students will compare and contrast the activities of mental health care and pastoral care.	1.2, 2.1
	<b>Objective 1.3:</b> Students will integrate insights from attachment theory and the social sciences to the theory and practice of pastoral care.	2.4, 2.6
<b>Goal 2:</b> The student will distinguish between a behaviorally-focused moralistic approach to resolving problems and an incarnational ministry of presence that facilitates spiritual formation.		
	<b>Objective 2.1:</b> Students will familiarize themselves with the role of spiritual disappointments, doubts, and disconnection in normative spiritual formation.	2.1, 2.4, 2.6
	<b>Objective 2.2:</b> Students will identify the nature of grief and the minister's role in facilitating the grief process.	2.1, 2.4, 2.6
<b>Goal 3:</b> The student will demonstrate increased personal insight and interpersonal awareness as it relates to a pastoral care.		
	<b>Objective 3.1:</b> Students will exercise an expanding vocabulary for their own emotions and identifying the emotions of others.	2.6
	<b>Objective 3.2:</b> Students will identify their own attachment style as an indicator of their own strengths and weaknesses in their interpersonal encounters in pastoral care.	2.6
<b>Goal 4:</b> The student will develop the essential basic skills for effective pastoral care.		

	<b>Objective 4.1:</b> Students will become acquainted with statements and pastoral care interventions that are often harmful or unproductive.	2.4, 2.6
	<b>Objective 4.2:</b> Students will practice physical attending and active listening skills.	2.6
	<b>Objective 4.3:</b> Students will practice identifying personal meaning and spiritual themes in pastoral care conversations, and then formulating practical next steps of growth with their counselees.	2.4, 2.6
<b>Goal 5:</b> The student will acknowledge the unique power and limits of pastoral counseling and the import of referral and follow-up care in holistic ministry.		
	<b>Objective 5.1:</b> Students will develop a personalized scope of counseling practice.	2.4, 2.6
	<b>Objective 5.2:</b> Students will articulate a philosophy of referral, coordination of care, and follow-up pastoral care with those to whom they minister.	2.4, 2.6

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## COURSE EXPECTATIONS

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is

expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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