

# LDR434 Pastoral Care



For the Acadeum Course Sharing Consortium



*We're delighted to have you study at RMC! Please note the following policies:*

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback!

**Online Courtesy**

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

**RMC Grading Policy**

**Grade GradePoint**

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

**Grading Scale**

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

## Plagiarism & Academic Misconduct at Rocky Mountain College

### A. Plagiarism Defined

**Plagiarism** - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

### B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

### C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

*Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."*

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright ©1998 University of Calgary

***LDR434 Pastoral Care***  
**Rocky Mountain College**  
**Credits: 3**

**COURSE DESCRIPTION**

Care and care giving is basic to pastoral ministry. Hence, this course explores the role of the pastor as caregiver and facilitator of care ministry in the local church context. Its emphasis will be strongly practical, taking into consideration the diverse demands and issues inherent in “caring for the flock.” Emphasis will be placed on relevant skills, experiences and strategies for care ministry in and through the local church.

**COURSE OBJECTIVES**

By the end of this course students will be able to:

- affirm care of people as basic to God’s mission and vision for the church and to the pastoral role.
- articulate the biblical, historical and theological foundations for care ministry.
- integrate the spiritual resources of care ministry (promises of Scripture, ministry of the Holy Spirit, power of prayer, presence of Jesus) into an overall philosophy of pastoral care.
- provide basic care giving skills necessary to provide effective pastoral care.
- identify the legal, ethical and moral issues connected to pastoral care ministry in the local church and community.
- create an integrative view of pastoral care that recognizes the role of the pastor in the broader context of church ministry, professional and community resources.
- explain in depth at least one specific area of pastoral care from a biblical, theological, ethical and practical perspective.

**COURSE TEXTS**

- The Bible.
- McMinn, Mark. Sin and Grace. Intervarsity, Downers Grove: 2008.
- Petersen, Bruce. Foundations of Pastoral Care. Beacon Hill, Kansas: 2007.

**COURSE REQUIREMENTS**

All work handed in is to be typed and formatted according to APA style. RMC uses APA style for all courses. Our latest style guidelines are available on our website ([rockymountaincollege.ca](http://rockymountaincollege.ca) under “Resources” – “RMC Writing Support”)

**1. Text Reflection Paper: Sin and Grace 15%**

Students will submit a 3 page (double spaced) reflection paper based on the text, “Sin and Grace”. This assignment should include a title page. The paper will have two parts.

Part A: The first part will include the following: author’s primary thesis and his supporting points, and a student evaluative assessment. One page is expected.

Part B: The second part will include student response to the themes and conclusions of the author. Students will interact with the information given and give personal reflection. Two pages are expected.

## **2. Text Reflection Paper: Foundations of Pastoral Care 20%**

Students will submit reflection responses to the end of chapter questions in the text “Foundations of Pastoral Care.” This assignment should include a title page. Please submit all chapters together, but separating the chapters under chapter headings. Questions should be numbered. The following format is acceptable:

### **Introduction**

1. Why is it important to understand that pastoral care has been a part of the biblical and historical record of the Church and not simply an invention of the Church in the last 100 years?

Answer: Your answer to this question should reflect that you have read the chapter, and have interacted with it. For example: It is important because otherwise we may minimize the impact that it has when executed according to God’s calling. We must also recognize that this is part of God’s calling to the church, from as early as 1 Peter 3, even though it is typically carried out by a pastoral care team.

2. Why do people turn first to a pastor for care and counsel rather than to someone outside a church setting? What advantages and disadvantages do pastors have over other healing professionals?

Answer: Your answer to this question should reflect that you have read the chapter, and have interacted with it. For example, this would show the opposite: It is important because otherwise we may minimize the impact that it has when executed according to God’s calling. We must also recognize that this is part of God’s calling to the church, from as early as 1 Peter 3, even though it is typically carried out by a pastoral care team.

## **3. Philosophy in Action Paper 35%**

Students will submit a 15-17 page (double spaced) philosophy in action paper. This assignment will have two parts:

Part A: Students will develop a philosophy of pastoral care. Consideration should be taken for the material covered in class, texts and handouts, as well as the student’s own gifting and calling. See attached for information concerning developing a philosophy of pastoral care.

Part B: Students will develop a working model for how their philosophy (Part A) would ideally be implemented in a local church setting. This should include their understanding of how churches and people in general work.

#### **4. Case Studies 20%**

Students will report on their assessment of 12 case studies. These case studies should be typed double spaced and submitted together with a title page and table of contents. Each case study is to have 3 parts to it:

1. Scripture: Students will give at least 4 Scriptures that relate to the issue. For each Scripture, students should explain how it is applicable. Be careful about the verse's context and proper interpretation.
2. Goal: Students will give a statement describing what should be achieved, what they are working toward, or goal they may have in that scenario. Bible verses from a) should act as a foundation for this. The goal should primarily reflect God's intention, and less so the student (pastor)'s or client's goals.
3. Execution: Students will give a statement describing what their response would be. Their response should take their primary goal into consideration, as well as their human limitations as a pastor, and the limitations of their client.

#### **5. Participation 10%**

Students will respond to questions given throughout the course material either as a textbox entry or as an uploaded document, demonstrating they have interacted with and understood the material. These assignments are graded on a complete/incomplete basis.