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#### **SECTION 1: COURSE INFORMATION**

Format: Eight weeks.

Course ID: PMIN 4143

**Course Title:** Pastoral Care of Families

College: College of Christian Ministries and Religion

Prerequisites: None.

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and

availability.

## **Course Description**

This course emphasizes pastoral care ministry to families in various life situations. Special emphasis will be placed on the many psychological needs of children and youth and practical ways of ministering to them through pastoral counseling and spiritual guidance. This course will also focus on the unique issues concerning ministry to special needs children and youth.

#### **Course Overview**

This course is designed to assist students with ministering to families during a variety of difficult situations. When families face a crisis or experience a trauma, they need the support of the Body of Christ. This course will equip students to minister specifically to children and youth and provide foundational information and tools for effective pastoral care.

#### **Course Workload**

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is \_\_\_\_\_\_(x hours per week).

#### **Course Materials**

- 1. Grossoehme, Daniel H. The Pastoral Care of Children. Binghamton, NY: The Haworth Pastoral Press, 1999.
- 2. Group's Emergency Response Handbook-answers and tips for: PARENTS. Loveland, CO: Group Publishing, 2009.
- 3. What About the Kids? Understanding Their Needs in Funeral Planning & Services. Portland, OR: The Dougy Center for Grieving Children, 1999.
- 4. Murphy, Matt & Brad Widstrom, 99 Thoughts on Caring For Your Youth Group. Loveland, CO: Group Publishing, 2012.

**Note**: This book is only available <u>via download here</u>. Required and optional textbooks are accessed and ordered through <u>SEU's bookstore</u>.

**Disclaimer:** The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not

necessarily endorse specific personal, religious, philosophical, or political positions
found in these resources.

### **Course Topics**

# The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- 1. Core Competencies for Pastoral Care
- 2. Basic Attending Skills
- 3. Unique Needs of Children and Adolescents
- 4. Stages of Loss and Grief
- 5. Suicide
- 6. Funerals
- 7. Special Needs Ministry
- 8. Specific Pastoral Care Issues: Divorce care, Addictions, Abuse, Depression,
  Destructive Behaviors, Pornography, Identity Issues

### **Intended Learning Outcomes**

# As a result of reading, study, and assessments in this course, the student should be able to:

- 1. Develop competence in basic attending skills.
- 2. Understand the role and limitations of a pastor in pastoral care situations.
- 3. Explain the unique characteristics and challenges of boys/men and girls/women and how to effectively minister to each.
- 4. Develop appropriate pastoral care responses to complex issues children and youth face.
- 5. Explain and respond to the unique needs of children and youth in times of crises.
- 6. Be able to describe and carry out the steps involved in launching a special needs ministry.

Late Work			
	None Accepted.		
	Extra Credit		
	None Accepted.		

### **SECTION 2: SOUTHEASTERN POLICIES**

## **Academic Policies**

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

### **SECTION 3: COURSE SCHEDULE**

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

## **AIM, LEARN, AND APPLY DESCRIPTIONS**

#### Aim

When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

#### Learn

When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

## **Apply**

When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

# MODULE 1: XX/XX/XX - XX/XX/XX



Be sure you read the learning outcomes that your instructor has set for this week and then do your best to accomplish them.

- Discuss basic attending skills for pastoral care
- > Identify non-verbal cues of communication
- > Examine core competencies for pastoral care

## T Learn

This section lists all your reading assignments and may include additional resources that your instructor is providing to help you complete the activities and assessments for the week.

- > Purchase textbook(s)
- View: Mini-Lecture, Week 1
- > Read: Week 1 Lecture
- > Read: Murphy & Widstrom Sections 1-3

## Apply

Now you're ready to demonstrate your learning for the week. The items below are those on which you'll be graded this week and may include discussions, activities, assignments, quizzes, exams, and projects.

- > DF: Meet the Class
  - o Due: Wednesday
  - o Points: 5
- > DF: Post response to Forum 1 and post responses to two classmates

o Due: Saturday, Tuesday

o Points: 20

> Complete Reading Report #1

Due: Tuesday

o Points: 30

> Observation Assignment

o Due: Tuesday

o Points: 75

## MODULE 2: XX/XX/XX - XX/XX/XX

# **Ø**Aim

- Describe personal experience(s) with grief and loss
- Discuss Biblical responses to tough questions people face in grief and loss
- Explain the stages of grief
- > Describe the unique needs of children and adolescents in the grieving process

## **∜**Learn

- Read: Murphy & Widstrom Pages 86-92
- > Read Grossoehme Chapters 1 and 6
- > Read: What the Kids? Pages 1 12
- View: Mini-Lecture Week 2
- View: "Understanding Loss" by David Kessler
- Read: Week 2 Lecture
- View: "When Families Grieve"
- View: All PPTs for Week 2
- Read: "Talking with a Grieving Teen"
- Supplemental Resource: Developmental Stages and Children's Response to Grief
- > Supplemental Resource: Tips for Supporting Grieving Children
- > Supplemental Resource: Supporting Grieving Preschoolers

# 🖳 Apply

> DF: Post response to Forum 2 and post responses to two classmates

Due: Saturday, Tuesday

o Points: 20

> Complete Reading Report #2

o Due: Tuesday

o Points: 30

> Complete the "Grief and Loss" Questionnaire

Due: Tuesday

o Points: 50

> Choose a topic for your final project and submit for approval

Due: Tuesday

# MODULE 3: XX/XX/XX - XX/XX/XX

# **⊗**Aim

- Describe ways to minister to children and adolescents before, during, and after a funeral.
- Discuss Biblical responses to tough questions people face after the death of a loved one through suicide.

# **∜** Learn

- Read: Murphy & Widstrom Pages 79-85; 101-116
- > Read Grossoehmen Chapters 2 4
- Read: What about the kids? Pages 11 43
- > Read: Group's Emergency Response Handbook Chapters 1, 7-8
- View: Mini-Lecture Week 3
- Read: Week 3 Lecture
- View: Teen Suicide Prevention
- View: All PPTs for Week 3

## Apply

- > DF: Post response to Forum 3 and post responses to two classmates
  - o Due: Saturday, Tuesday
  - o Points: 20
- Complete Reading Report #3
  - Due: Tuesday
  - o Points: 30

> Submit Pastoral Interview	
o Due: Tuesday	
o Points: 100	
Final Project: Begin Research	
	14

# MODULE 4: XX/XX/XX - XX/XX/XX

# **◎** Aim

- > Describe the impact of divorce on children and adolescents.
- > Explain the most common types of parent-adolescent conflicts and ways the church can minister to families.

# **∜** Learn

- Read: Murphy & Widstrom Pages 68-69 (#56)
- > Read: Group's Emergency Response Handbook Chapter 9
- View: Mini-Lecture Week 4
- > Read: Week 4 Lecture
- View: Read: "How Could Divorce Affect My Kids?"
- View: "Voice of a child of divorce"
- > View: All PPTs for Week 4
- Supplemental Resource: "My-Feelings Workbook"

## 🖳 Apply

- > DF: Post response to Forum 4 and post responses to two classmates
  - o Due: Saturday, Tuesday
  - o Points: 20
- Complete Reading Report #4
  - Due: Tuesday
  - o Points: 30

> Complete Parent-Adolescent Interview	
o Due: Tuesday	
o Points: 100	
> Final Project: Continue Research	
	16

#### **MODULE 5:**

#### XX/XX/XX - XX/XX/XX

# **◎** Aim

- > Discuss ways to minister to an addict and his or her family
- > Explain state child abuse reporting laws
- > Identify treatment centers for abuse and domestic violence

# **∜** Learn

- Read: Murphy & Widstrom Pages 118 122
- Read: Group's Emergency Response Handbook Chapter 5
- View: Mini-Lecture Week 5
- Read: Week 5 Lecture
- View: How Addiction Changes the Brain
- View: A Real Life Intervention
- Read: "Caring for Sexually Abused Children"
- Read: Helping Children Exposed to Domestic Violence
- View: All PPTs for Week 5
- > Supplemental Resource: Ten Legal Risks Facing Churches and Church Leaders

## 🖳 Apply

- > DF: Post response to Forum 5 and post responses to two classmates
  - Due: Saturday, Tuesday
  - o Points: 20
- Complete Reading Report #5

o Due: Tuesday

o Points: 30

> Submit: Resources List

Due: Tuesday

o Points: 50

> Final Project: Continue Research

# MODULE 6: XX/XX/XX - XX/XX/XX

# **◎** Aim

- Describe the reasons why children/adolescents become involved in selfdestructive behaviors
- > Identify practical tips for ministering to teens with an eating disorder

## T Learn

- Read: Murphy & Widstrom Pages 67-76; 117-118
- > Read: Grossoehme Chapter 5
- > Read: Group's Emergency Response Handbook Chapters, 3-4; 10-11
- > View: Mini-Lecture Week 6
- Read: Week 6 Lecture
- > Read: Beyond Skin Deep Responding to Kids Who Cut
- > Read: Depression in Children and Adolescents
- > Read: Responding to Kids Who Cut
- View: All PPTs for Week 6
- > Supplemental Resource: Men and Their Emotions

## 🖳 Apply

- > DF: Post response to Forum 6 and post responses to two classmates
  - o Due: Saturday, Tuesday
  - o Points: 20
- Complete Reading Report #6

o Due: Tuesday	
o Points: 30	
Final Project: Continue Research	
	20

## MODULE 7: XX/XX/XX - XX/XX/XX

# **◎** Aim

- Describe ways to minister to a child or teen struggling with gender identity issues
- > Explain how issues of gender identity affect various age groups

## **∜** Learn

- Read: Murphy & Widstrom Pages 93 98
- > Read: Group's Emergency Response Handbook Chapters 2 and 12
- View: Mini-Lecture Week 7
- Read: Week 7 Lecture
- View: Facing The Temptation of Pornography, parts 1 & 2
- Read: "Your Brain on Porn"
- Read: When Children View Pornography
- > Read: How to talk to your children about pornography
- Supplemental Resource: When Your Child is Looking at Porn: A Step by Step Guide for Christian Parents

## Apply

- > DF: Post response to Forum 7 and post responses to two classmates
  - Due: Saturday, Tuesday
  - o Points: 20
- Complete Reading Report #7

o Due: Tuesday	
o Points: 30	
> Final Project: Continue Research	
	22
	22

# MODULE 8: XX/XX/XX - XX/XX/XX

# **◎** Aim

- > Describe the steps for starting a special needs ministry
- > Explain theological foundations for ministering to all individuals

## **∜** Learn

- > Read: Murphy & Widstrom Pages 76-78
- Read: "The Spirit of God Hovered"
- > View: Mini-Lecture Week 8
- > Read: Week 8 Lecture
- View: All PPTs for Week 4
- > Supplemental Resource: Intake Questionnaire #1
- > Supplemental Resource: Intake Questionnaire #2

## Apply

- > DF: Post response to Forum 8 and post responses to two classmates
  - o Due: Saturday, Tuesday
  - o Points: 20
- Complete Reading Report #8
  - o Due: Tuesday
  - o Points: 30
- Submit Final Project
  - o Due: Tuesday
  - o Points: 220

#### **SECTION 4: ASSESSMENTS**

#### **Discussion Forums**

#### **Description**

Discussion Forums are meant to give the student an opportunity to engage significant themes within the course material. The response to the threads should be between 150 to 200 words unless otherwise stated in the instructions. Responses are to be posted by midnight on Saturday to receive full credit. Students will also respond to at least two of their classmates. These responses need to be around 50 to 100 words. This should be done by midnight on Tuesday to receive full credit. Students should remember to be polite and respectful at all times. Spelling and grammar will be part of the grading process. If there are prompts included in the discussion question, the student should respond to them. This is a university correspondence and it should not be treated as a text message.

When possible the Saturday entry will be graded earlier in the week and the Tuesday response added to that score after Tuesday night. The Introduction forum is worth 5 points. Weekly forums are worth 20 points (10 points for the original entry and 10 points for responding to at least 2 classmates).

#### **Total Possible Points**

165

#### **Grade Weight**

16.5%

### **Reading Reports**

### Description

Students will submit weekly reports demonstrating learning and applications of the reading.

#### **Total Possible Points**

240	
Grade Weight 24%	
	25
	25

#### **Assignments**

#### **Description**

#### **Observation Assignment**

Please choose from 1 of the following options:

• Option 1:

Watch one television interview and reflect on it to identify the non-verbal cues you can pick up on – for both interviewer and interviewee. For our purposes watch a television show such as Dr. Phil, CSI, Law & Order, or any show that includes interviews and watch for the facilitators of communications.

Write up the results of your observation in 1-2 pages (double-spaced) focusing on the basic attending skills defined in this week's power point presentation along with your subjective reflection of what you observed.

• *Option 2:* 

Observe a lengthy conversation between 2 people and identity the non-verbal cues you can pick up on for both individuals.

Write up the results of your observation in 1-2 pages (double-spaced) focusing on the basic attending skills defined in this week's power point presentation along with your subjective reflection of what you observed.

### **Loss and Grief Questionnaire**

Answer the questions in the "Loss and Grief" Questionnaire

### Pastoral Interview

Select one pastor (Senior Pastor, Youth Pastor, Associate Pastor, or Children's Pastor) in your area to interview, either in person or by phone. Use the sample questions below to get you started, but feel free to modify as needed, to maximize and personalize your interview.

Sample Interview Questions:

- 1. How much pastoral care / counseling do you do, per week, on average?
- 2. What type of pastoral care / counseling do you do most of the time, ex., individual,

marital, family, crisis, grief, etc.

- 3. Describe your referral practices. How do you decide to refer? To whom do you refer? Does the church assist financially when referring?
- 4. What is your training in pastoral care?
- 5. Describe a recent pastoral care situation in which you have ministered? What did you learn from the experience?
- 6. What do think are the most important characteristics or attitudes for someone doing pastoral care?

Write up the results of this interview in 2 - 3 pages (double-spaced) along with your subjective reflection of the interview.

#### **Parent-Adolescent Interview**

Interview a parent(s) and adolescent from the same family focusing on the topic of parent-adolescent conflict. Include the following 3 questions and write at least 3 of your own related to the topic. You may develop / ask different questions to the parent(s) and adolescent.

- 1. What are the most common things you "fight" about?
- 2. How do you solve these conflicts?
- 3. How can the church help families dealing with parent-adolescent conflicts?

Write up the results of your interview in 2-3 pages (double-spaced) along with your subjective reflection of the interview. Explain what you learned and how that can be applied to ministry of families.

#### Resources List

- 1) Research your state's child abuse reporting laws (or lack thereof) for pastors and those working with children and youth in church settings. Please directly quote and reference your state laws. This information can typically be found online. (If you cannot find a direct reference to pastors/churches, review the material and determine which laws you feel would be applicable.)
- 2) Locate at least 2 shelters or treatment centers in your areas for abuse and/or domestic violence. List the services the center provides. You may contact your local church for suggestions or locate centers online.

Provide your findings in a 2 - 3 page paper (bullet points and/or lists are acceptable for this assignment).

#### **Total Possible Points**

375

#### **Grade Weight**

37.5%

#### **Final Project**

#### **Description**

Students will develop a detailed power point presentation for one topic related to this course. Topics must be approved by the professor by the end of week 2. Topics should focus on a specific area the student is interested in learning more about. You may choose your target age group: children, adolescents, parents, or a combination. Topic may also be gender specific.

Topics should focus on taking one of the "main" topics we have covered in this course and addressing a specific topic. For example, we talked about Grief and Loss; students may choose to do their presentation on a parent whose child dies – or – research a specific special need like autism.

The power point presentation should include the following information:

- Definition and/or description of the topic
- Signs and symptoms relate to the topic
- Causes
- Health consequences of the topic
- Preventative tips
- Pastoral care tips (what to do and what not to do)
- When to refer
- Other things related to the topic you choose

Presentation should include:

- A minimum of 20 slides
- Slides should be detailed utilizing full sentences. Do not just use bullet points provide an explanation. (Explanations may be included in the slides or added to the notes section of each slide.)
- Elements of creativity including backgrounds and pictures
- Title slide

Bibliography slide with a minimum of 6 sources (course textbooks do not count)

#### **Total Possible Points**

220

#### **Grade Weight**

22%

## **Section 5: Selected Bibliography and Web Resources**

- Balswick, Jack and Judith. A Model For Marriage: Covenant, Grace, Empowerment, and Intimacy. Downers Grove, IL: Inter Varsity Press, 2006.
- Balswick, Jack and Judith. *Authentic Human Sexuality: An Integrated Christian Approach*. Dowers Grove, IL: Inter Varsity, 2008.
- Daughterty, Darran. When God Became ApParent. Xulon Press, 2003.
- Dollar, Brian. *Talk Now and Later: How to Lead Kids Through Life's Tough Topics*. Springfield, MO: Salubris Resources, 2015.
- Fleagle, Arnold and Donald A. Lichi. *Broken Windows of the Soul.* Camp Hill, PA: Wing Spread Publishers, 2011.
- Flesberg, Evon O. The Switching Hour. Wheaton, IL: Tyndale Publishing, 2005.
- Floyd, Scott. *Crisis Counseling: A Guide for Pastors and Professionals*. Grand Rapids, MI: Kregel Academics, 2008.
- Gerali, Steven. What Do I Do When Teenagers Struggle with Eating Disorders. Grand Rapids, MI: Zondervan, 2010.
- Gerali, Steven. What Do I Do when Teenagers Questions Their Sexuality. Grand Rapids, MI: Zondervan, 2010.
- Group's Emergency Response Handbook for Children's Ministry. Loveland, CO: Group Publishing, 2008.
- Group's Emergency Response Handbook for Youth Ministry. Loveland, CO: Group Publishing, 2007.
- Gutbrod, Matthew. Boy on the Run. Greyden Press, 2013. (Available on the Greyden Press Website or through Emerge Counseling Services).
- James, Richared K. and Burl E. Gilliland. *Crisis Intervention Strategies*, 7<sup>th</sup> ed. Brooks/Cole, Cengage Learning, 2013.

- Laaser, M. R. *Healing the Wounds of Sexual Addiction*. Grand Rapids, MI: Zondervan, 2004.
- Laaser, Debra. Shattered Vows: Hope and Healing for Women who have been Sexually Betrayed. Grand Rapids, MI: Zondervan, 2008.
- Parrot, Les. Helping the Struggling Adolescent: A Guide to Thirty-Six Common Problems for Counselors, Pastors, and Youth Workers. Grand Rapids, MI: Zondervan, 2000.
- Struthers, W. M. Wired for Intimacy: How Pornography Hijacks the Male Brain. Downers Grove, IL: InterVarsity Press, 2009
- Wright, H. Norman. *Crisis and Trauma Counseling: What to Do and Say When it Matters Most*. Ventura, CA: Regal Books from Gospel Light, 2011.

#### Websites:

www.covenanteyes.com (Accountability Software)
www.NathanielsHope.org (Special Needs Ministry)
www.joniandfriends.org (Special Needs Ministry)