

*Houston Graduate School of Theology equips women and men to be ministers and messengers of
God's mission of reconciliation through academic excellence,
personal transformation, and leadership development*

**PC 840 Pastoral Care Specialization (2 credit hours)
Fall 2019**

PC 840 Required Texts

- Campbell, Alister V. *Rediscovering Pastoral Care*. Philadelphia: Westminster Press, 1981.
Keller, Timothy. *Walking with God through Pain and Suffering*. New York: Penguin Books, 2013.
Smedes, Lewis B. *Forgive and Forget: Healing the Hurts We Don't Deserve (Plus)*, 2nd Rev. Edition.
San Francisco: Harper-Collins Publishers, 2007.
Switzer, David K. *Pastoral Care Emergencies*. Minneapolis: Fortress Press, 2000.
VanDuiwendyk, Tim P. *The Unwanted Gift of Grief: A Ministry Approach*. New York: The Haworth
Pastoral Press, 2006.

Course Description:

This course is designed to strengthen DMin students as pastoral caregivers for persons experiencing suffering produced by the primary crises of life. Major consideration will be given to understanding the nature of crisis and suffering and to providing pastoral care for individuals experiencing challenges such as guilt, shame, anxiety, doubt, illness, loss, and grief, as well as the reality of death and bereavement.

Student Learning Outcomes: (DMin-1, -2, -11)

Upon completion of this course, doctoral students will:

- Understand and describe the impact that suffering has exerted in their life development and service as Christian ministers. (Accomplished through reading required texts, dialogue in the class sessions, and writing a reflective essay.)
- Articulate a biblical-theological perspective on human suffering. (Accomplished through reading required texts, dialogue in the class sessions, and writing a reflective essay)
- Discuss with clarity the nature of crisis and its role in ministry. (Accomplished through reading required texts, and writing a reflective essay)
- Explain the nature and life process of loss, grief, and bereavement. (Accomplished through reading the Switzer and VanDuiwendyk texts, along with dialogue in class sessions)
- Exhibit increased insight for effective shepherding of individuals and/or families through the final stages of dying. (Accomplished through reading the Switzer and VanDuiwendyk texts, along with dialogue in class sessions.)
- Articulate ministry strategies for assisting persons in dealing with life circumstances such as guilt, anxiety, doubt, or the need to forgive. (Accomplished through reading required texts, especially Switzer and Smedes, and through writing a reflective essay.)
- Demonstrate increased insight for shepherding persons during times of illness. (Accomplished through reading Switzer and VanDuiwendyk texts)

Suggested Additional Reading Resources:

- Brister, C. W. "Supporting Persons in Life's Crises," Chapter 9 in *Pastoral Care in the Church, 3rd Edition, Revised and Expanded*, 239-263. San Francisco: Harper-Collins, 1992.
- Gerkin, Charles V. *Crisis Experience in Modern Life: Theory and Theology for Pastoral Care*. Nashville: Abingdon, 1979.
- James, John W. and Russell Friedman. *The Grief Recovery Handbook: The Action Program for Moving Beyond Death, Divorce, and Other Losses, including Health, Career, and Faith, 20th Anniversary Edition*. New York: Harper-Collins, 2009.
- Oates, Wayne E. "The Crisis Ministry of the Pastor," Chapter 1 in *The Christian Pastor: 3rd Edition, Revised*, 17-64, Philadelphia: Westminster Press, 1982.
- Patton, John. *Is Human Forgiveness Possible? A Pastoral Care Perspective*. Nashville: Abingdon, 1985.

Pre-Seminar Class Assignments:

Read the required texts noted below and write a critical book review on each of the texts.

All 3 of the reviews are due before 07/17/2019 (Upload each to Turnitin.)

All 3 critical reviews should reflect the following 3 issues:

- Give an introduction of the author (no more than ½ page).
- Summarize succinctly the key ideas that you find in each of the chapters.
- Evaluate the contents of the book. Explain how and why some of the key ideas set forth in the book might hold value for your life and/or ministry. Specifically, how might your responsive action based on key concepts addressed in the book strengthen your overall approach to the ministry of pastoral care? Briefly, present 2-3 possibilities (minimum).

1. Read Alister Campbell's *Rediscovering Pastoral Care* and, referencing the approved HGST "Book Review Guide," write a 4-page critical book review.
2. Read David K. Switzer's *Pastoral Care Emergencies* and, referencing the approved HGST "Book Review Guide," write a 4-page critical book review.
3. Read Tim P. VanDuivendyk's *The Unwanted Gift of Grief* and, referencing the approved HGST "Book Review Guide," write a 4-page critical book review.

Post-Seminar Class Assignments: All are due on or before 10/15/2019 (Upload each to Turnitin)

1. Read Lewis B. Smede's *Forgive and Forget: Healing the Hurts We Don't Deserve* and, referencing the approved HGST "Book Review Guide," write a 4-page critical review reflecting the following 3 issues:
 - a. Give an introduction of the author (no more than ½ page).
 - b. Summarize succinctly the key ideas that you find in each of the chapters.
 - c. Evaluate the contents of the book. Explain how and why some of the key ideas set forth in the book might hold value for your life and/or ministry. Specifically, how might your responsive action based on key concepts addressed in the book strengthen your overall approach to the ministry of pastoral care? Briefly, present 2-3 possibilities (minimum).
2. Read Timothy Keller's *Walking with God through Pain and Suffering* and, referencing the approved HGST "Book Review Guide," write a 4-page critical review reflecting the following 3 issues:
 - a. Give an introduction of the author (no more than ½ page).
 - b. Summarize succinctly the key ideas that you find in each of the MAJOR SECTIONS OF THE BOOK.

- c. Evaluate the contents of the book. Explain how and why some of the key ideas set forth in the book might hold value for your life and/or ministry. Specifically, how might your responsive action based on key concepts addressed in the book strengthen your overall approach to the ministry of pastoral care? Briefly, present 2-3 possibilities (minimum).
3. Based upon your study and contemplation this semester, write an essay entitled “Pastoral Care of Persons in the Suffering Crises of Life.” The essay should be an 8-page document that sets forth the following insights:
 - a. Describe the meaning of “crisis” and “human suffering.” Set forth the influence that crisis and suffering can have in the development of a person’s life and relationships. This description should be more than your personal opinion – support your insights on these issues. In general, what role does crisis have in the fulfillment of Christian ministry?
 - b. Describe the role that crisis and suffering seem to have had in the development of your life and your ability to minister to others. You should be as specific as possible in describing the sufferings of your life, without revealing details of your life journey that you sense are inappropriate for the professor to know. Likewise, do not reveal life details about other persons that they would not want to have revealed about themselves. Write to demonstrate your understanding of the ways in which your ministry of care has been shaped (both “blessing and cursing”; “fears” and “misgivings”; “strengths and weaknesses”) by sufferings.
 - c. Set forth a biblical theology of human suffering. What do you believe, theologically, about the nature of suffering? Why do people suffer? What is God’s role in human suffering? What does the Bible teach about suffering?
 - d. Choose 2 of the life circumstances that can produce crisis and suffering in the lives of persons and describe your personal approach to pastoral care ministry with persons experiencing such circumstances and suffering (guilt, grief, forgiveness, death and bereavement). Support your ministry strategy with scripture and with other authoritative resources. Please upload the completed document to Turnitin.com by the deadline.

Student Workload Expectations:

Class Session – 6 hours

Required Textbook Reading - (999 pages @ 20 pp/hr.) = 50 hours

Five Critical Book Reviews: 4 pages each (1½ hr. per page) = 30 hours

Reflective Essay: 8 pages (1½ hr. per page) = 12 Hours

Total – 98 hours

Course Grading Scale: “A” represents excellent work in all categories (fulfillment of assignment, writing and formatting, and doctoral level content); “B” represents good work in all categories; anything below a “B-” is considered below doctoral level.

A	98-100	C+	84-85
A-	94-97	C	80-83
B+	92-93	C-	78-79
B	89-91	D	70-77
B-	86-88	F	0--69

Classroom-related Academic Policies

- A. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.
- B. Turnitin.com – **Course ID: 20802841; Password: 8340**

1. Assignments may require submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
 2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
 3. Students will submit assignments by the due date and time and will be required to submit the assignments in a hard copy format as well.
- C. **Electronic Equipment Usage in Classrooms**
It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.
- D. Review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.

Doctor of Ministry Policies: (find the full listing of DMin Policies in the HGST Academic Catalog)

A. **Assignments**

Students in the DMin program will read, research, study, experience, and evaluate applied theology and personal spiritual concepts. This degree promotes research on vital issues affecting the quality of life in faith communities as well as the development of new approaches, strategies, and styles of ministry in a wide variety of institutional and cultural settings. The resulting learning process equips the student for critical evaluation in the context and practice of ministry and fosters an integration of theory and effective pastoral practice with a view toward transforming communities.

Pre-seminar assignments are due no later than the course start date. Students are encouraged, however, to bring all written assignments the first day of the seminar week. Students, with missing pre-seminar assignments, may be dropped from those sections of the seminar, may not be permitted to attend those sections, and may receive a failing grade for those sections.

Students should expect approximately 2,000 pages of reading each semester. It is expected that the books will be acquired and that the reading assignments will be completed in order that candidates may be exposed to the material prior to the seminar.

Post-seminar written assignments are to be submitted within ninety days after the session ends, at prescribed deadlines. Assignments should be emailed directly to professors on or before the due date. Competence will be demonstrated through creative projects and papers, which apply professional experience in connection with course content. These assignments will demonstrate an understanding of the writing skills required for the doctoral level and of the subject matter, bibliography, theory, and methodology covered in the seminar.

Written work will follow the prescribed HGST/Turabian style and should meet the deadlines required in each course syllabus. Grades will reflect the meeting of these criteria as well as the content.

Students are encouraged to email copies of completed assignments to the Director and to keep hard copies and external digital copies on file to protect work from being lost due to a computer malfunction. Graded papers are usually available for pick up at the following seminar unless they are returned via email.

Written assignments for Project and Practicum completion are described and delineated in the "Project and Practicum Manual," which is available via the website. The Manual also includes deadlines for Project and Practicum Report completion and all pre-graduation deadlines.

B. Extensions and Incomplete Grade Policy

Seminar assignments are to be completed and mailed or emailed on or before the established due date. However, upon receiving a completed Extension Request Form and payment of \$50 per professor, a thirty-day extension (one for each professor) may be granted by the DMin Office. The extension request should be received before the original due date. The professor shall reduce the grade by at least one-half letter grade. Work postmarked after the due date or the one-time thirty-day extension due date is subject to a minimum one letter grade reduction. No class work will be accepted after the close of the semester (except for previously granted 30-day extensions), a grade of “F” will be given, and the semester will have to be repeated for credit. The student will be placed on Academic Probation at that time until a cumulative GPA of no less than a B average is earned during the next semester.

The student will be given one opportunity to make up a failed seminar section, either the next time it is offered or through make-up work, to receive an acceptable grade and raise the overall GPA to an acceptable score. In order for the GPA to move to an acceptable score, the Academic Office may replace the “F” with an “NCF” so that the make-up work will count appropriately. If the student does not make up the section during the timeframe noted above, the grade will be remain an “F,” the failing grade will appear on his or her transcript, Academic Stop will go into effect, and the student’s file will be sent to the DMin Oversight Committee with recommended action.

Notes for Writing Assignments: All “formal, academic” writing assignments must conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th Edition. This includes matters of style and format. Certain assignments may be less formal, and students will follow the professor’s instructions for those assignments.

For formal, academic writing, the instructor requires the use of footnotes for documentation when more than one resource is cited. The student should number pages. According to Turabian, page numbers should be in the upper right-hand corner, except on pages with major headings (titles). Margins should be one inch on all four sides, except where major headings (titles) require a two-inch top margin. All students should utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. Remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck! Grammar check works as well!
- Pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

Grading Rubric for Critical Reviews

Content - 65%		
Bibliographical Entry	5	
Author (Cited)	10	
Summary	15	
Critical Evaluation	30	
Conclusion	5	
Grammar and Formatting - 20%		
Academic Writing	10	
Formatting according to style guide	10	
Fulfillment of Assignment - 15%		
Length of review assigned (4 pages)	5	
Submitted to Turnitin.com	5	
Submitted by deadline	5	
Total	100	0
	Grade	
	Student	
	Date	
	Due Date	
Comments	Points Earned	Grade Points
	98-100	A
	94-97	A-
	92-93	B+
	89-91	B
	86-88	B-
	84-85	C+
	80-83	C
	78-79	C-
	70-77	D
	0-69	F

Grading Rubric for Academic Papers

Criterion	Points Possible	Points Earned
Content - 65%		
Introduction	5	
Part I	12	
Part II	15	
Part III	13	
Part IV	15	
Conclusion	5	
Grammar and Formatting - 20%		
Academic Writing	10	
Formatting according to style guide	10	
Fulfillment of Assignment - 15%		
Length of paper (8 pages)	5	
Submitted to Turnitin.com	5	
Submitted by deadline	5	
Total	100	0
	Grade	
	Student	
	Date	
	Due Date	
Comments	Points Earned	Grade Points
	98-100	A
	94-97	A-
	92-93	B+
	89-91	B
	86-88	B-
	84-85	C+
	80-83	C
	78-79	C-
	70-77	D
	0-69	F