

MS 2K03 Pastoral Care in the Church SYLLABUS Winter 2010

McMaster Divinity College
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Winter Term 2010
Wednesday 10:30-12:20 p.m.
3 units

Biography:

Dr. Phil Zylla is Academic Dean and Associate Professor of Pastoral Theology at McMaster Divinity College. Prior to this Dr. Zylla served for six years as Principal of the Associated Canadian Theological Schools of Trinity Western University. Dr. Zylla was active in pastoral ministry in the Canadian context for over 18 years as a Senior Pastor. He is married to Melodie and has two daughters, Amanda (21) and Chelsey (17).

Course Description:

Pastoral care involves shaping human values, cultivating authentic spiritual community and alleviating human suffering. Pastoral theologian C.W. Brister suggests that such work requires “theological wisdom, moral clarity and personal courage.” The search for such wisdom, clarity and courage will guide the aims of this course. At the core of this course is an effort to provide a theological framework for the practice of pastoral care in the context of the church. The core theological themes of hope, compassion and communion will construct the foundation for our understanding of pastoral care in the church. Contemporary issues of pastoral care and participation in suffering will be explored carefully in an effort to understand the complexity and the roots of human anguish. A guiding premise for the course is that theological insight ought to stimulate authentic moral vision which results in compassionate participation in the *missio Dei* (mission of God). The practices of pastoral care in a variety of ministry contexts will be explored in depth. Participants will be invited to explore their own framework for moral vision, to articulate a vision of pastoral care for their own ministry context, and to prepare themselves for a deeper participation in the suffering of others as agents of hope in a broken world.

Course Objectives:

KNOWING

1. To explore the foundational theological themes of compassion, hope and communion as a theological framework for pastoral care.
2. To acquire a heightened understanding of the contours of personal and communal pastoral care in a variety of ministry contexts.
3. To widen the horizons of pastoral concern to include the social dimensions of pastoral care.

BEING

4. To grow in compassion and engagement in the alleviation of human anguish.
5. To gain confidence for one’s own capacity for pastoral intervention in crisis situations.

DOING

6. To formulate a paradigm for sustained pastoral engagement in the suffering of others.
7. To practice intervention strategies in situations of pastoral care in the church.
8. To organize a framework for pastoral care ministry in a church or community-based ministry.

Required Course Textbooks:

Capps, Donald

Agents of Hope: A Pastoral Psychology. Minneapolis: Fortress Press, 1995.

Doehring, Carrie

The Practice of Pastoral Care: A Postmodern Approach. Louisville, Kentucky: Westminster John Knox Press, 2006.

McBride, J. LeBron

Spiritual Crisis: Surviving Trauma to the Soul. New York: The Haworth Pastoral Press, 1998.

Nouwen, Henri J.M.; McNeill, Donald P.; Morrison, Douglas A.

Compassion: A Reflection on the Christian Life. New York: Doubleday, 1983.

Recommended Texts:

Grenz, Stanley J.

Created for Community. Grand Rapids, MI: Baker Books, 1998.

Lester, Andrew D.

Hope in Pastoral Care and Counseling. Louisville, Kentucky: Westminster John Knox Press, 1995.

Nouwen, Henri J.M.

Can You Drink the Cup? Notre Dame, Indiana: Ave Maria Press, 1996.

Wolterstorff, Nicolas

Lament for a Son, Grand Rapids, Michigan; William B. Eerdmans Publishing Company, 1987.

“What do you say to someone who is suffering? Some people are gifted with words of wisdom. For such, one is profoundly grateful. There were many such for us. But not all are gifted in that way. Some blurted out strange, inept things. That’s OK too. Your words don’t have to be wise. The heart that speaks is heard more than the words spoken. And if you can’t think of anything at all to say, just say, ‘I can’t think of anything to say. But I want you to know that we are with you in your grief.’”

- Nicolas Wolterstorff, *Lament for a Son*, p. 34

COURSE OUTLINE Wednesdays - 10:30 a.m. - 12:20 p.m.

January 6, 2010	Course Introduction Themes and Metaphors of Pastoral Care	<u>Assigned Readings</u>
January 13, 2010	Foundational Skills of Pastoral Care	Doehring - Intro, Chap. 1
January 20, 2010	Theology and Psychology of Hope	Capps - Chapters 1,2
January 27, 2010	Theology and Ministry of Compassion	Nouwen et al – Chapters 1,2
February 3, 2010	Chapel: “Concern: The Root of Pastoral Care” Spirituality for Pastoral Care	Nouwen et al – Chapters 3,4
February 10, 2010	The Ministry of Listening Assessment of Needs in Pastoral Care	Doehring – Chapters 3,5
Reading Week	February 15-19th no class	
February 24, 2010	Communion and Pastoral Care Creating a Community of Care	Doehring – Chapter 6
March 3, 2010	The Ministry of Availability Caring for the Caregiver	Nouwen et al – Chapters 5,6
March 10, 2010	Pastoral Care in Grief and Loss	McBride - Chapters 1, 2, 8
March 17, 2010	Pastoral Care in Tragedy, Death and Illness	Capps - Chapters 3-5
March 24, 2010	Spiritual Crisis and Soul Trauma	McBride – Chapters 4, 5, 14
March 31, 2010	Pastoral Care and Family Problems	McBride – Chapter 3, 12

COURSE REQUIREMENTS:

The course design is collegial and interactive. Participants are expected to engage in meaningful discussions in group sessions, to interact in the various opportunities of the course, and to complete all reading, written and participatory assignments.

1. FACILITATION SUMMARY SHEETS – The course will be divided into reading groups. The assigned readings for the week are structured to support the theme of the course lectures. Students will be evaluated on the level of their participation in the reading groups and will take turns facilitating the group discussions.

Facilitation Summary Sheets – On the days that students facilitate discussion a facilitation discussion sheet is required. **Two of these must be submitted by each student during the term.** The discussion facilitation sheet should include the following elements:

- a. Summary of key concepts in the assigned readings for the week – terms, definitions, support for core theme
- b. A case study or example on the core theme for the day. All references to real situations in the student’s ministry situation should be disguised with changed names and circumstances.
- c. Three or four key discussion questions drawn from the reading.

(10 marks each)

20 marks

2. TEXTBOOK REVIEWS:

(15 marks each)

30 marks

The book reviews are intended to draw out the questions of the participants as they engage the theme of this course. Some general guidelines for the book reviews are:

- a. Summarize the way this book helps you to frame an understanding of the ministry of pastoral care.
- b. Explore the questions that this book raises for you; what are the points of engagement for you?
- c. What words and ideas resonate with you? Why?
- d. Theological reflection – how does this work mature your own theological framework for pastoral care?

Book Review # 1 Due: February 10, 2010

Write a response of five pages to *Agents of Hope* by Donald Capps.

Book Review # 2 Due: March 3, 2010

Write a response of five pages to *Compassion: A Reflection on the Christian Life* by Nouwen, McNeill and Morrison.

3. POEMS:

(5 marks each)

10 marks

Two chapel times are scheduled during the course. Participants will be invited to present a theo-poetic poem in each of these integrative sessions. Criteria used to mark these assignments are:

- a. personal integration
- b. biblical/theological congruity
- c. creativity
- d. engagement of core themes in the course
- e. moral vision

Due Dates:

February 3, 2010

March 31, 2010

5. FINAL ESSAY:

15 pages

40 marks

Participants are invited to write a 15-page essay, which summarizes your own reflections on the ministry of pastoral care. It is expected that you will extensively use the course textbooks and at least five other sources for this essay. Choose one of these main themes for your essay:

- 1. Cultivating a Caring Community
- 2. Crisis Intervention in Pastoral Care
- 3. Spirituality for Pastoral Care
- 4. Postmodern Issues in Pastoral Care
- 5. Strategies for Pastoral Care in the Church
- 6. Pastoral Care and the Life Cycle
- 7. Other topics – by permission

The essays will be graded with the following criteria in mind:

- *interaction with primary textbooks
- *theological reflection

- *creativity and writing style
- *intellectual and spiritual honesty
- *ministry integration
- *use of other resource

Final Essay Due: April 7, 2010

Late Papers: Late papers will be docked 1% each late day . (Extensions will only be granted in exceptional circumstances such as extended illness, etc.)

Spacing: All assignments are to be double-spaced.

Hard Copy Submission: All assignments are due in hard copy by the end of office hours on that day (5 p.m.)
Permission to submit electronic papers may be granted for commuting students but must be secured from the course professor beforehand.

Contacting the Instructor: Dr. Phil C. Zylla

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College Style for Submission of Written Work:

All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College web-site.

Statement on Academic Honesty:

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g. failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty at www.macdiv.ca/regs/honesty.php.

Gender Inclusive Language:

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

READ ON Bookstore: Textbooks are available from READ ON Bookstore, Room 218 at MacDiv. Books may also be ordered from other sources such as READ ON Bookstore, 100 – 304 The East Mall, Etobicoke, ON M9B 6E2; Phone: 416-622-2934; Fax: 416-622-2308; Email: books@readon.ca

Disclaimer: This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up until the first day of class.