

# Syllabus

Congregational Care 323 – E

July 2019 plus Hybrid On-line beginning October 1, 2018

Professor: The Rev. R. Preston Price ~ [rpprice@pacbell.net](mailto:rpprice@pacbell.net)

**Objective:** To provide students with a depth of knowledge and variety of experiences in the field of congregational care so that individual effectiveness will be increased and noticeable fruitfulness will be experienced by students and by those they pastor.

**Goals -** Students will be able to:

1. Implement and oversee appropriate types of care in varieties of settings including prisons, hospitals, nursing facilities, and homes.
2. Organize caring ministries within the congregation.
3. Discern and implement appropriate boundaries, knowing when and to whom to refer people, and when and when not to share information.
4. Reflect on the practice skills of sensitive caregiving, using role play and analysis case studies.
5. Comprehend and use the gifts each student brings to congregational care.
6. Include in meaningful ways the context within which they offer care.
7. Develop skills of listening, pastoral presence, and empowerment of others that are shaped by the cultural and local context and by the Gospel.
8. Implement appropriate boundaries and develop further awareness of self-care.

**Overview:** The progress of the course will begin as a student learns more about himself/herself and his/her personal and theological approach to the work of ministry. Then they will attend to the larger context of family, congregation, and community. Following that there will be a series of opportunities to look further at specifics of congregational care including the many venues and circumstances a pastor can expect to confront.

On-campus time will be enriched by advance reading, preparation, writing, and interaction with the professor and, when possible, fellow students. Since the time on campus in the summer allows very limited time for reading or writing, this advance time is critical.

There will be eight Units prior to arrival at the seminary and four opportunities for personal interaction with the professor and/or other students. The methodology for these discussions will be determined by the professor and students.

The ninth Unit will be class time on campus including three hours of classroom time (with a break in the middle of the time) each of five days.

**Grading:** There will be 100 points offered for the pre-class work and 50 points for class presence and participation. There are 6 “Done/Not Done” papers. Failure to turn in a paper or turning in a paper with grossly cursory work will result in “Not Done.” A “Not Done” assignment by the Course of Study deadline of June 15 will deduct 10 points from the total score. There are 4 “Done/Not Done” activities. Each activity, when done, will receive 5 points. Unless otherwise noted, the student may re-submit the paper one time after the initial comments and grade. A new score will be assigned and the final score will be the average between the first and second drafts. The point score to grade equivalency is:

- 102 and below = F
- 102 – 110 = C-
- 110 – 121 = C
- 121 – 127 = C+
- 127 – 135 = B+
- 135 – 142 = A-
- 142 – 150 = A

**General matters:** The Units are designed to be done in order. The progression in this Syllabus is important to learning. You must have professor approval to submit work on Units out of the numerical order in this syllabus. Further, **you should receive and read the response from the professor before moving to the next Unit.**

It is essential that the content in the Orientation Course 101 be reviewed including such as plagiarism, grading, etc.

To get the most from the class, work should be done throughout the months from enrollment leading up to classes in July. Those who come to the online portion of the course later will find the reading and paperwork extremely challenging to complete.

Reflection time and consultation with the professor and other students will add to the reading and writing and enable the student to “hit the ground running” when class begins. Failure to complete all units by June 15<sup>th</sup> will likely result in not being allowed to continue enrollment in the class.

### **Rubric for All Writing**

- The **file name of each assignment** submitted should contain the last name of the student, a space + a hyphen + a space + the file name specified in Syllabus. Example: Price - Images
- 1-inch margins on all sides; double spaced; the student’s name on each page; each page should be numbered – preferably in the format “Page 1 of 4”, “Page 2 of 4”, etc. The title of the assignment and student name should be in a footer on every page.
- Word length should not be less than the minimum required nor more than the high number. It is expected that most assignments will be close to the higher number.
- 11- or 12-point font should be used in a clear, serified typeface such as Times New Roman or Cambria.
- Papers should be submitted in Word (NOT Adobe) through Moodle. Papers will be graded and returned through Moodle with “- rpp” added to the File name. The professor will return each submission in timely fashion.

Author and title	Publication information	Annotation by RPP
<b>Required Readings</b>		
Schieb, Karen. <i>Pastoral Care: Telling the Stories of our Lives.</i>	Nashville: Abington, 2016.	A different approach to listening and to care by an excellent and experienced teacher and pastor.
Hoeft, Jeanne; Jung, L. Shannon and Marshall, Joretta. <i>Practicing Care in Rural Congregations and Communities.</i>	Minneapolis: Fortress Press, 2013.	One of the best researched and documented examinations of rural or small communities and their churches. Excellent insights and understanding. GBHEM recommended.
Webb, Larry E. <i>Crisis Counseling in the Congregation</i>	Nashville: Abington Press, 2011.	An overview of congregational care from the perspective of dealing with crises in individual and community lives. GBHEM required.
Baron, Renee and Wagele, Elizabeth. <i>The Enneagram Made Easy.</i>	New York: HarperCollins, 1994.	A fun and simple way to understand the types and what it means to the individual and to others around them. Many students find this much more accessible and useful than the Rohr (below).
<b>Supplemental Readings</b>		
Rohr, Richard and Ebert, Andreas. <i>The Enneagram. A Christian Perspective</i>	New York: The Crossroad Publishing Company, 2014.	Both an introduction to and application of the ancient methods of personality typing of one's self and church members. After the taking the "test" highlighted in the Syllabus, read especially your number.
Clinebell, Howard. <i>Basic Types of Pastoral Care and Counseling.</i> Updated and revised by McKeever, Bridget Clare.	Nashville: Abington Press, 2011.	An excellent overview of settings, issues. More of a reference book than a one-time read. Clinebell has been one of the leaders in pastoral care and counseling for decades. GBHEM recommended.
Dykstra, Robert C. <i>Images of Pastoral Care: Classic Readings.</i>	St Louis: Chalice Press, 2005.	A wide overview of pastoral theology/pastoral care with special attention to images from clown to storyteller or reticent outlaw.
Fortune, Marie. <i>Is Nothing Sacred? The Story of a Pastor, the Women He Sexually Abused, and the Congregation He Nearly Destroyed.</i>	United Church Press, 1999.	This is a seminal work that began major work in boundary training for mainline Protestant congregations. Every pastor should read this.
Herrington, Jim; Creech, R. Robert and Taylor, Trisha. <i>The Leader's Journey: Accepting the Call to Personal and Congregational Transformation.</i>	San Francisco: Jossey-Bass, 2003.	Less "on point" for the class but an excellent read by passionate authors. GBHEM recommended.
Killen, Jr., James L. <i>Pastoral Care in the Small Membership Church.</i>	Nashville: Abington Press, 2005.	One author's very specific recommendations. Usually very good, plain advice. A quick read.
Montilla, R. Esteban and Medina, Ferney. <i>Pastoral Care and Counseling with Latino/as.</i>	Minneapolis: Fortress Press, 2006.	A wonderful insight into the way cultural and language norms shape pastoral care. Clear application to other ethnicities and to rural and small churches that may well share many of the same understandings and priorities. Helpful when reaching out to Latino/as in the community.

<b>Author and title</b>	<b>Publication information</b>	<b>Annotation by RPP</b>
Poling, James and Kim, HeeSun. <i>Korean Resources for Pastoral Theology: Dance of Han, Jeong, and Salim.</i>	Fortress Press, 2012.	Poling is a recently retired member of GETS faculty and is passionate about women's issues and cross-culturalism.
Wimberly, Edward P. <i>African American Pastoral Care and Counseling: The Politics of Oppression and Empowerment.</i>	Cleveland: Pilgrim Press, 2006.	An important aid in understanding how pastoral care can be prophetic and justice-making. It isn't much of a jump to understanding this approach for other cultures and especially for churches that are "justice minded." GBHEM recommended.

## Unit 1 – Beginnings: Welcome, Calendar, and Autobiography

- 1) Watch the Welcome Video – [https://www.youtube.com/watch?v=Mje03Zj\\_APo](https://www.youtube.com/watch?v=Mje03Zj_APo) .
- 2) Using the form provided (Appendix C, page 15 or Moodle download), develop a calendar of when you plan to do each of the assignments in this Syllabus. Be realistic. Allow for busy times in the Church year and your personal calendar.

It is not necessary to be slavish to this calendar after you have submitted it. But it will help you and the professor anticipate work load and help you to know when you are ahead or behind your own schedule. It is essential that you plan in order to read a minimum of 4 books, write approximately 30 pages, correspond with the professor and other students, and – most important – reflect on all that you are learning. (Previous students have appreciated this work-ahead-at-home/focus-on-discussion-in-class feature as it allows for more reflection and is much less demanding while on campus. They report that they find it daunting but very doable.)

THIS IS A DONE/NOT DONE ASSIGNMENT AND WILL NOT RECEIVE A NUMERICAL GRADE.  
HOWEVER, THIS ASSIGNMENT MUST BE SUBMITTED BEFORE ANY OTHER WORK IS BEGUN.  
NO WORK WILL BE ACCEPTED UNTIL THIS HAS BEEN UPLOADED AND MARKED “DONE” BY  
THE PROFESSOR.

THIS WILL RECEIVE **5 POINTS** UPON COMPLETION.  
FILE NAME: CALENDAR

- 3) Write a 1000 – 1400-word autobiographical statement. Include first your present situation – personal and professional. Using “before that” or some other technique of transition work backwards in your life. Include significant events. Be sure to include where you were born and the make-up of your birth family.

NOTE: This bio will be posted for all class members to read. It will be an opportunity to be acquainted with one another. If there are aspects you wish only the professor to know, use the provided personal email to do so.

**RUBRIC:** This assignment can be more “telegraphic.” While proper English and syntax is preferred, “bullet points” are allowed as are incomplete sentences if it is necessary to convey the information within the word limit.

THIS IS A DONE/NOT DONE PAPER AND WILL NOT RECEIVE A NUMERICAL GRADE.

THIS WILL RECEIVE **5 POINTS** UPON COMPLETION.

FILE NAME: BIO

- ❖ Contact the professor via email and offer for several times when it is convenient to talk on the phone.

This will be an approximately 15-minute conversation about Unit 1 assignments and next steps.

THIS IS A DONE/NOT DONE ASSIGNMENT AND WILL NOT RECEIVE A NUMERICAL GRADE.

THIS WILL RECEIVE 5 POINTS UPON COMPLETION.

NO WORK SHOULD PROCEED UNTIL THIS ASSIGNMENT IS COMPLETED.

## Unit 2 – Images and Enneagram

- 1) Examine the “Images Sheet”: Appendix A, page 13.
- 2) In 900 – 1500 words respond to the questions/prompts.

**RUBRIC:** All prompts/questions should be answered in order. The question/prompt need not be written out but response to each section should be clearly numbered.  
Lack of proper English, spelling, and syntax will reduce the score by .25 - .5 point.  
Personal and Biblical references will increase the score.

THIS WILL RECEIVE BETWEEN **1 TO 5 POINTS**  
BASED ON THE REFLECTION AND INSIGHT YOU OFFER.  
THIS PAPER MUST BE SUBMITTED PRIOR TO MOVING TO “4)” IN UNIT 2.  
FILE NAME: IMAGES.

- 3) Read the Baron book (and the Rohr book if you have it).  
(Note: The Enneagram is like discovering if someone is left-handed or right-handed or likes broccoli. It’s another way of discovering and describing who you are. It is neither condemnation nor praise; just self-observation. It’s a beginning point and, unlike many other “tests,” depends on your observation of yourself.)

At some point in your reading (your decision), take the Enneagram survey at:

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwjZk9fTyrDRAhUk34MKHQDjAxkQFggqMAM&url=http%3A%2F%2Fcrazyrabbitdownloads.com%2Fdownloads%2Fenneagram%2FRHETI\\_SamplerHC.pdf&usg=AFQjCNFNKoTdLqUYrikiDw4MTuy9Ldojww&sig2=iTV5mUnlr5MOEvuf3VEXUA](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwjZk9fTyrDRAhUk34MKHQDjAxkQFggqMAM&url=http%3A%2F%2Fcrazyrabbitdownloads.com%2Fdownloads%2Fenneagram%2FRHETI_SamplerHC.pdf&usg=AFQjCNFNKoTdLqUYrikiDw4MTuy9Ldojww&sig2=iTV5mUnlr5MOEvuf3VEXUA)

- 4) Reflect on your reading and test results.
- 5) Write a 900- to 1500-word reflection centering on what you have discovered about your Enneagram and especially what you have discovered about yourself. Reflect about how your own life story and your Enneagram type both equips you and may blind you to pastoral care needs and pastoral effectiveness in your congregation. Include what ramifications this may have for you in congregational care.

**RUBRIC:** Lack of proper English, spelling, and syntax will reduce the score by .25 - .5 points.  
Connecting with aspects of congregational context and need: ----- 1 - 5 points.  
Insight regarding one’s Enneagram type as it affects one’s pastoral care style:  
----- 1 - 5 points.

THIS REFLECTION WILL RECEIVE BETWEEN **2 – 10 POINTS**  
BASED ON THE REFLECTION AND INSIGHT YOU OFFER.  
FILE NAME ENNEAGRAM.

- ❖ This is a point of conversation with the professor and fellow class members to share your discoveries and reactions in light of your context of ministry. Contact your professor by email to ask how further discussion can take place.

THIS IS A DONE/NOT DONE ACTIVITY AND WILL RECEIVE **5 POINTS** UPON COMPLETION.  
NO FURTHER ASSIGNMENTS WILL BE ACCEPTED UNTIL THE PROFESSOR INDICATES  
COMPLETION.

### Unit 3 – Larger Context

- 1) Read Hoeft (especially Chapter 2). Read Webb (especially Chapter 10). Look at Clinebell, Chapter 17; Wimberly; Montilla. You may want to examine notes or books you have that are connected with prior courses “Transformative Leadership 124” and “Administration and Polity 224.”
- 2) Write a 900- to 1400-word reflection on your church and the community surrounding the church you serve. Include demographics (and the sources for them); include what others are saying about the church or the community. Are people proud of the place where they live? Where they worship? Have there been crises or calamities that have tested and/or scared the community? The church?

**RUBRIC:** Lack of proper English, spelling, and syntax will reduce the score by .25 - .5 point.  
Sources (types, breadth) and basic information: ----- 1 – 3 points.  
Evidence of information from self and others: ----- 1 – 3 points.  
Insight and conclusions: ----- 1 – 4 points.

THIS WILL RECEIVE **3 – 10** POINTS.

FILE NAME: CONTEXT

### Unit 4 - Reading

- 1) Read the required books listed on page 3 (Scheib, Webb). (You’ve already read Baron.)
- 2) Read at least one of these books: Wimberly or Montilla or Killen.
- 3) Read Hoeft.
- 4) Write a separate 300- to 500-word reflection for each book read. (That’s four books = four reflections.) Identify some of the ideas in each book that you want to put into practice. Include comment on how the context of the congregation you serve is like/unlike the context the book assumes.

**RUBRIC:** Evidence of reading and comprehension of the entire book plus connection of the book’s content to personal and church context meet expectations for “Done.”  
Reviewing the Table of Contents or a single chapter or making no connection of what is read to what one’s experience is will mean the paper is “Not Done.”  
Proper English, spelling, and syntax are necessary.

EACH REFLECTION/REVIEW IS DONE/NOT DONE AND WILL NOT RECEIVE A NUMERICAL GRADE.

FILE NAME: LAST NAME OF REVIEWED AUTHOR

## Unit 5 – Self-Care

- 1) Read the questions/prompts in “Self-Care”: Appendix B, page 14.
- 2) Reflect on the questions and do research on the questions that need research.
- 3) Write a 900 - 1500 page response to the questions/prompts.

**RUBRIC:** Lack of proper English, spelling, and syntax will reduce the score by .25 - .5 point.

The questions should not be printed in the body of the responses.

Letter designation (A – G) should be entered when beginning response to that section.

The answers may be simple, direct sentences.

Responding to all questions/prompts: ----- 1 - 2 points.

Thorough exploration and obvious wrestling: ----- 1 - 5 points.

Connection with previous Units’ work: ----- 1 - 3 points.

THIS WILL RECEIVE **3 – 10** POINTS

BASED ON THE REFLECTION AND INSIGHT YOU OFFER.

FILE NAME: CARE

**>>> NOTE: THE NEXT TWO UNITS GIVE THE STUDENT A CHANCE TO REPORT ON THEIR EXPERIENCE AS A PASTOR. THE EXPERIENCES DO NOT HAVE TO BE “SUCCESSFUL,” BUT IN THE PROCESS OF SHARING THERE SHOULD BE REFLECTION, SELF-UNDERSTANDING, AND CLEAR UTILIZATION OF LEARNINGS FROM THE PREVIOUS UNITS. WHILE WRITING THE REPORT, IT IS IMPORTANT TO PAY ATTENTION TO HOW EACH REPORT WILL BE SCORED.**

## Unit 6 – Listening

- 1) Conduct 2 interviews.
  - a. You should recruit a volunteer church member or a community member for each interview. They should not be family or close friends. Tell them you are learning more about listening in an active and deep way. Set a time and place to meet for each interview. Ask for about 45 minutes of their time although it could be longer if they wish. Let them know that you want to learn from them whatever they would like to share. It could be about an ongoing health issue (such as diabetes) or an experience they remember – good or bad. It could be their work – what it’s like. It could be about a hobby. It could be about a loved one or a friend they have now or about someone who has moved away or has died. You can give them these and other examples and say: “What I would like to learn about is something or someone important to you.”
  - b. During the time together – this is NOT counseling – you should avoid filling in pauses in the conversation, offering solutions, expressing an agenda about where the story should go, offering ideas, telling your personal stories no matter how relevant they are. Avoid supplying feelings: “That must have hurt.” “You have got to have been angry!” Of course, you may ask questions for clarification (“Did that happen first or second?”). Of course, you may react with surprise, sympathy, joy. The discipline is not to insert yourself and your interpretation or expertise into the conversation. If you have questions about this, call the professor.

- c. During the interview you should be listening for feelings. Feel free to ask about feelings. (“How does it feel to work that early?” “What is it like when you think of [name]?”)
- 2) Write a report on each of your experiences. Each report should be 900 – 1200 words.
- a. Start with context: location, how and how long you have known the interviewee, age, gender, etc.; what the general topic shared was about. ----- 0 - 1 point
  - b. Share the general gist of the conversation – not necessarily quotes, but a summary of what was said. This should be no more than ¼ of the total you write. ----- 1 – 2 points
  - c. Reflect on the process: How did you feel? Was it difficult? ----- 1 – 3 points
  - d. Reflect on how your enneagram type was reflected. ----- 0 -1 point
  - e. Reflect on how your images in Unit 2 are reflected. ----- 0 - 1 point
  - f. There should be evidence of the reading and writing done in previous Units. 0 - 2 points
  - g. Include what you could have done differently. Were there moments when you were tempted to guide the conversation? Were you drawn to offer advice? Was it hard to end the conversation?
  - h. NOTE: Each report should protect the identity of the interviewee as one or more may be shared in class. You should share with the interviewee that their identity will be kept private and that you may share your experience with the professor and the class. You should use a different name than that of the individual if you wish to use a proper name in your writing.
  - i. NOTE: The second interview should not occur until after you have submitted your report on the first interview and received feedback from the professor.

**RUBRIC:** Lack of proper English, spelling, and syntax will reduce the score by .25 points. (Quotation of your or another’s actual words is excluded.)

**EACH ESSAY WILL RECEIVE A SCORE OF 2 – 10 POINTS  
FOR A POSSIBLE TOTAL OF 20 POINTS FOR THE UNIT.**

FILE NAMES: LISTENING 1  
LISTENING 2

- ❖ Contact the professor by email. You may be assigned at least one other class member to discuss learnings so far and what plans you have for Unit 7.  
THIS IS A DONE/NOT DONE ACTIVITY AND WILL RECEIVE **5 POINTS** UPON COMPLETION.  
THIS CONTACT MUST BE COMPLETED BEFORE MOVING TO UNIT 7.

## Unit 7 – Specific Pastoral Care

- 1) Reflect on your pastoral experiences.
  - a. Write two reports about your own experience as a pastor doing pastoral care. This is not something you set up (as the interviews in Unit 6). This is a report of a recent conversation or event that has already happened.
  - b. The first report should be a conversation that you consider a pastoral care conversation. This conversation could include someone asking you for advice, or a couple having trouble with their marriage or with a child, or a person near death, or someone dealing with

an addiction. You may email the professor if you have any question about what conversation should be reported. It may have been a result of an appointment or spur-of-the-moment. It should not be with either of the persons you listened to in the previous unit.

- c. The second report should be a pastoral occasion – an event, a meeting, an action you took that you would consider pastoral in nature. (While administration, teaching, and preaching have elements of pastoral care, this should be a time for the narrow definition of “pastoral” applies. It certainly could be an administrative or teaching opportunity that turned into being pastoral.) This should be something that was as recent as possible; within the last 6 months. This occasion could have to do with conducting worship, chairing Nominating Committee, sending out a memo, recruiting a volunteer, etc. The focus is on how what you did and the how way you did it was pastoral care. If you have any questions about this assignment, please contact the professor before working on it.
- d. Submit one report (either one) and wait for feedback before submitting the second.
- e. Each report should include:
  - i. A description of the context and gist of the conversation. ----- 1 – 2 points.
  - ii. Reflection on feelings you were aware of or that you experienced later.  
----- 1 – 3 points.
  - iii. Reflection on how you might have behaved/spoken differently. ---- 1 – 2 points.
  - iv. What the greatest personal challenges and joys to you were in the conversation or event. (What was hard? What was easy?) ----- 1 – 3 points.
- f. Each report should be 900 – 1500 words in length.
- g. The names may be changed. One or both of the reports may be used in class so preservation of privacy is part of the assignment.

**EACH** REPORT WILL RECEIVE A SCORE OF **4 – 10** POINTS  
FOR A POSSIBLE TOTAL OF **20** POINTS FOR THE UNIT.

FILE NAME: REPORT 1  
REPORT 2

- ❖ Contact the professor by email. You may be assigned at least one other class member to discuss learnings.  
THIS IS A DONE/N WILL OT DONE ACTIVITY AND WILL RECEIVE **5 POINTS** UPON COMPLETION.  
THIS CONTACT MUST BE COMPLETED BEFORE MOVING TO UNIT 8.

## Unit 8 – Review and Scenarios

- 1) All materials previously submitted should be reviewed as preparation is made for July classes. All reading should be reviewed along with notes provided by the professor. All written material as graded should be put into a 3-hole binder or file of another sort to refer to during class and after.

This is also a time to do extra reading in Clinebell or in the general area of Enneagram or other personality typing such as Meyers-Briggs or Kiersey. Also, look at “Reading,” page 3, for further possibilities in reading.

THE COMPLETED BINDER OR FILE WILL BE SHOWN TO THE PROFESSOR AT THE BEGINNING OF CLASSES IN JULY.

A COMPLETE FOLDER WILL RECEIVE **5 POINTS**.

- 2) Prepare a brief description or scenario of 5 pastoral situations you have faced (successfully or unsuccessfully) or situations that you expect to encounter in the future. They should be ones you wish feedback about.
  - a. Each should be no more than 100 words. It can be this brief: “I saw Mary crying during worship. Mary is in her late 30s and is married with two children. I am unaware of any stress or difficulty in the family. I was able to greet her briefly after worship. There were others around and she gave no sign of distress.” (That’s 49 words.)  
Do not include what you did or how it ended up. Describe the situation and let the class think with you about possible responses or approaches.
  - b. All should be in one document, but on separate pages from one another (Insert Page Break) and following the usual writing rubrics.
  - c. Some of these scenarios will be used in class in various ways.

**RUBRIC:** Each scenario will receive 1 point if there is necessary, clear information provided so that it would be useful in class discussion and work.

**EACH SCENARIO WILL RECEIVE 0 – 1 POINT FOR A POSSIBLE 5 POINTS TOTAL FOR THE UNIT.**

(WHETHER OR NOT USED IN CLASS.)

**SUBMIT THESE NO LATER THAN THE JUNE 15 DEADLINE.**

**FILE NAME: SCENARIOS**

## Unit 9 - Classes

- 1) review the binder of your corrected papers (Unit 8; 1). Mark comments you wish to discuss in class or with the professor privately. Be knowledgeable about what you wrote (especially regarding the scenarios, Reports, and Listening papers) and the comments you received.
- 2) Attend all classes arriving promptly with all needed papers and materials.
- 3) Participate in discussion and activities. (If you anticipate difficulties of any kind, please notify the professor.) It is not necessary to be “the most verbal” student. “Participate” is more than verbal contribution and repartee.
- 4) Come to class prepared for the topics of the day making obvious that you have spent reflection time.

- 5) Participate in small work groups and/or discussion groups meeting if assigned at times other than classes.

**EACH CLASS SESSION WILL BE SCORED ON A SCALE OF 1 - 10 POINTS  
FOR A POSSIBLE TOTAL OF 50 POINTS.**

## Appendix A

### “Images”

What you expect of yourself in your role as pastor is shaped by many factors. Perhaps one of the strongest factors is your own image of a “good pastor.” And, conversely, of a “poor pastor.” Sometimes these images are more subconscious than stated goals or skills that are carefully considered. But, either way, they are tremendously powerful in determining your behaviors and your experience of yourself – your effectiveness, your authority, your satisfaction in the role.

Images of a pastor: Shepherd -- Sheep dog -- Counselor (professional) -- expert -- good friend -- wounded healer -- spiritual director -- coach -- help desk personnel -- theologian -- advice column except verbal -- big brother (sister) -- healer -- fellow traveler with advice for the journey -- tribal elder -- director (as in stage) -- village leader -- neutral listener -- moral compass -- hand holder -- moralist -- seed planter -- lecturer -- gardener -- judge -- Jesus reflector -- Bible teacher (asking what does the Bible say about this?) -- parent -- propagandist -- guide -- buddy -- and many others in the Bible and common parlance.

- 1) What images would you add to the list?
- 2) Of the images you have listed and that are listed above, which appeals to you most as a positive image? And/or which do you wish to grow into?
  - a. Why?
  - b. What might you do to more closely reflect that image?
- 3) Of the images you have listed and that are listed above, which repels you most as to be avoided?
  - a. Why?
  - b. What steps might you take to avoid turning into that image?
- 4) What image do you think your congregation would choose?
  - a. If the image is different from what you selected in 2) above, how might you deal with the different expectations?
  - b. If the image is the same, what reflections do you have about the strengths and weaknesses of the similarity?
- 5) How, where, and when have you experienced pastoral care?
  - a. From whom?
  - b. What were the circumstances?
  - c. How did it feel (positive and negative)?

## Appendix B

### “Self-Care”

Ministry is not a solo “performance.” It involves a pastoral presence that is supported by many people. A “solo operator” is almost certainly subject to burnout or, worse, misconduct or boundary crossing. But each pastor does things differently in terms of a support system. The numbers of people, the intensity and depth of relationship, the geographical distances are different to each person. So, the following questions are not asked in order to judge adequacy or effectiveness. They are to help a student name and claim what they have and what/who they might want to add. If a question is not applicable, feel free to say so. Brief answers are best.

- A. Who is your pastor? Pastors? Who is a non-family member you can go to with confidence of being listened to and cared about? If you don’t now have such a person, who are some “nominees”? How might you approach one or more of them? If you do have such a person, what is your “agreement” or covenant or understanding between you two? Does that person know you consider him/her to be your pastor?
- B. Who is your supervisor? Who is the person(s) you would go to if you encountered a “sticky situation” or needed advice about a decision or situation you are facing professionally? If the DS is one such person, what limits might you experience in sharing with the person who can appoint (and un-appoint) you? If the DS is one such person, who else would you use for situations you could not bring to the DS?
- C. What family do you have nearby you? Are they a “refuge in the storm” – a people and place where you can get away from the stresses of ministry? What gifts and burdens do spouse, children, partners, and other family bring to you? What are the difficulties?
- D. What good friends do you have who are not church members? Are they in the community? Far away? How do you cultivate/maintain the friendship(s)? What gifts do they bring? What are the difficulties?
- E. What relationships do you have with clergy colleagues? Are you in a small group of clergy? Is there a gathering of clergy in the general area? Are there clergy who are close friends? Mentors? How do you maintain relationships with them?
- F. What have you built into your weekly and monthly regime that is caring for your physical, mental, and spiritual health? E.g.: habits, scheduled events, etc. Do you feel what you describe is adequate? If not, what would you add? In any case, what accountability do you have to keep these activities in your schedule?
- G. What is your understanding of the requirements of mandated reporter in your state of residence? Specifically, what must be reported? What are the contact numbers? What does the Discipline say about confidentiality and mandated reporting?

## Appendix C

# Calendar of Work required for Congregational Care

(Begin and Finish Dates may overlap other assignments.)

Student Name \_\_\_\_\_

Date Filled out \_\_\_\_\_

Assignment	File Name	Begin Date	Finish Date	Upload Date
Unit 1: Calendar	Calendar			
Unit 1: Autobiography	Bio			
❖ Contact Professor	--	Make appointment via email for phone call.		
Unit 2: Images	Images			
Unit 2: Enneagram	Enneagram			
❖ Contact Professor	--	Make appointment via email for phone call.		
Unit 3: Reading "1)" in Unit 3.	--			
Unit 3: Context paper	Context			
Unit 4: Read Shieb	--			
Unit 4: Write Reflection on Shieb	Shieb			
Unit 4: Read Webb	--			
Unit 4: Write Reflection on Webb	Webb			
Unit 4: Read Wimberly, Montilla, or Killen	--			
Unit 4: Write Reflection on Wimberly, Montilla, or Killen	Author name			
Unit 4: Read Hoeft	--			
Unit 4: Write Reflection on Hoeft	Hoeft			
Unit 5: Write self-care paper	Care			
Unit 6: Conduct interview 1	--			
Unit 6: Write essay on interview 1	Essay 1			
❖ Receive professor feedback before proceeding	--	Email professor for further contact.		
Unit 6: Conduct interview 2	--			
Unit 6: Write essay on interview 2	Essay 2			
Unit 7: Write report 1 a Pastoral Care	Report 1			
❖ Receive professor feedback before proceeding	--	Email professor for further contact.		
Unit 7: Write report 2 on Pastoral Care	Report 2			
Unit 8: Write 5 Scenarios	Scenarios			*

\* = no later than June 15

Signed \_\_\_\_\_