



PCC 500X INTRODUCTION TO PASTORAL CARE & COUNSELING

Fall 2024 | Thursday 9-11 AM (CST) | Synchronous & Asynchronous | Location: Online (Teams)

Instructor: Jaeyeon Lucy Chung, Ph.D | Pronouns (she/her)

Teaching Assistant: TBD

COURSE DESCRIPTION

This course introduces students to the theories, models, and approaches to pastoral care and counseling. Most of these will be from Christian perspectives, with a sensitivity to other religious traditions. The course is designed to help students cultivate a pastoral/spiritual professional identity and learn foundational skills for compassionate and empathic responses to a range of real-life human concerns faced by individuals, families, and communities in the various contexts of ministry. The course will also explore the nature of suffering, evil, and trauma; loss and grief; and pastoral care responses to crises, interpersonal violence, addiction, and mental health concerns across the life cycle. Students will be given opportunities to examine how their family of origin, social location (including but not limited to race, ethnicity, gender, sexuality, and class), and spiritual-religious histories inform their perspectives about suffering, healing, and human flourishing.

This course presumes that each student is growing in awareness of his/her/their own theological stance and reflecting on potential major strengths and weaknesses in ministry through introductory courses in the Bible as well as the courses in theology, ethics, and other ministerial studies. While continuing to invite attention to the student's personal issues, this course also attends to the skills, attitudes, knowledge, and spiritual disposition necessary to provide meaningful and faithful pastoral care and counseling.

COURSE LEARNING OUTCOMES

As a result of having taken this course, students will be able to:

1. Gain beginning knowledge of the historical, biblical, and theological foundations of pastoral/spiritual care.
2. Cultivate self-awareness and strengthen their internal, relational, and spiritual resources.
3. Develop active listening skills and empathic responses in pastoral/spiritual care relationships.
4. Consider psycho-organizational-social-spiritual dynamics for developing a greater sensitivity to DEIAJ (Diversity, Equity, Inclusion, Accessibility, and Justice) in pastoral care practice.
5. Reflect ethically and theologically on pastoral care and counseling situations.
6. Formulate clear and specific goals and tools to nurture ongoing pastoral formation and supportive networks.

CLASS STRUCTURE

This is a 13-week-long, three-credit **online** course. Students can think of this course’s weekly teaching and learning in three parts:

- **Part One – Synchronous Online Session** (Thursday 9-11 AM). The class will meet online for two hours weekly. A vibrant learning experience is dependent on consistent presence and collaborative participation. Class time together will involve a short lecture, discussion of readings, and active listening exercises.
- **Part Two – Asynchronous Learning.** Students will be expected to engage in learning activities such as reading required materials, listening to podcasts, watching videos, participating in discussion forums, and/or doing independent research.
- **Part Three – Spiritual Care Journal.** Part of this course is rooted in compassionate presence, self-awareness, and reflective practice. During this formational season, it is critical to develop sustainable practices of listening, attunement, and self-care that can continue throughout the lifelong professional journey.

CONTACT INFORMATION

	Dr. Jaeyeon “Lucy” Chung	TA (TBD)
Email	jaeyeon.chung@garrett.edu	
Phone	847-866-3877	
Office	Stead 104	
Office Hours	Thurs. 11-12 PM or by appointment	

If you email us, you can expect a reply in no more than 24 hours, except over the weekends or holidays. If you want to speak with either one of us via Teams, phone, or in-person, you can sign up for a 15-minute meeting via Moodle or email.

COURSE MATERIALS

Required Textbooks: [Both books are available as **eBook** via the library website]

- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. **Revised Expanded Edition**. Louisville: Westminster John Knox Press, 2015. ISBN: 978-0664238407 \$19.60 (Amazon price as of 3/14/24)
E-book link:
https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9977678944202441
- Cage, Wendy, and Shelly Rambo, ed. *Chaplaincy and Spiritual Care in the Twenty-First Century: An Introduction*. Chapel Hill, NC: The University of North Carolina Press, 2022. ISBN: 978-1469667607 \$24.95 (Amazon price as of 3/14/24)

E-book link:

https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9981949060802441

Additional Textbooks:

The following books are available either as eBooks or on course reserve. Because we will read only selections, you are not required to obtain your own copies.

- Buhuro, Danielle, ed. *Spiritual Care in an Age of #Black Lives Matter: Examining the Spiritual and Prophetic Needs of African Americans in a Violent America*. Eugene, OR: Cascade Books, 2019. E-book link: https://search.library.northwestern.edu/permalink/01NWU_INST/823ite/alma9980974446602441
- Kujawa-Holbrook, Sheryl, and Karen Montagno, ed. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. 2nd Edition. Minneapolis: Fortress Press, 2023. E-book link: https://search.library.northwestern.edu/permalink/01NWU_INST/823ite/alma998229505160244
- Lartey, Emmanuel. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*. Second Edition. London: Jessica Kingsley Publishers, 2003. E-book link: https://search.library.northwestern.edu/permalink/01NWU_INST/16100c1/alma9981569469902441
- Lartey, Emmanuel, and Hellena Moon, ed. *Postcolonial Images of Spiritual Care: Challenges of Care in a Neoliberal Age*. Eugene, OR: Wipf & Stock, 2020. E-book link: https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9981570069802441
- Maynard, Elizabeth, and Jill Snodgrass, ed. *Understanding Pastoral Counseling*. New York: Springer Publishing Company, 2015. E-book link: https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9980466358402441
- Patton, John. *Pastor as Counselor: Wise Presence, Sacred Conversation*. Nashville: Abingdon Press, 2015. E-book link: https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9980682858502441
- Rambo, Shelly, Joseph Wiinikka-Lydon, and Jasmine Terry Okafor. *Trauma and Moral Injury: A Guiding Framework for Chaplains*. Chaplaincy Innovation Lab, 2020. [Download eBook [here](#)]
- Roberts, Stephen, ed. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Nashville: Skylight Paths Publishing, 2011.

- Son, Angella, ed. *Pastoral Care in a Korean American Context*. Basingstoke: Palgrave Macmillan, 2020. eBook link:
https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9981569470202441

* Chapters from these books as well as additional journal articles and online resources will be made available in PDF via Moodle.

COURSE WEBSITE

You are responsible for regularly checking Moodle for announcements, accessing readings and other materials, uploading assignments, and participating in the discussion forums. To access the course website on Moodle, go to <http://courses.garrett.edu> and click on the course number/name (PCC500X Introduction to Pastoral Care and Counseling).

ACADEMIC POLICIES

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and plagiarism: (See 20-21 Handbook, 12, 76-82) Instructors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style's* footnote/bibliography format provide the standard formats for all introductory courses. Refer to Garrett's [Formatting, Style, Citation Guide](#)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/student-services> "Writing Center" for more detailed information.

Assignments & Submissions

- Assignments should be completed, on deadline, and as assigned, for a student to pass the course. If you have a concern about completing a specific assignment or meeting a submission deadline for whatever reason, you should contact the teaching team as soon as possible to discuss the alternatives.
- All written assignments must be written using Microsoft Word and submitted to Moodle. They should:
 - i. Be typed and double spaced.
 - ii. Use 12-point Times New Roman font and 1-inch margins.
 - iii. Use in-text citations instead of footnotes or endnotes.
 - iv. Have a separate bibliography.
 - v. Proofread for spelling and grammar errors.

- vi. Should be named and saved with last name-assignment name [e.g., Chung-Pastoral Care Case Study #1].

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 20-21 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (20-21 Handbook, 20)
- Students may be allowed to access the laptop or iPad, but cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Garrett's *Accessibility, Special Needs, and Disabilities* policy and process is set out in the Academic Handbook (20-21 Handbook, 12) and the Academic Accommodations section on <https://www.garrett.edu/student-life/student-services>.
- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact Student Access (email: student.access@garrett.edu / phone: 847-467-5530) to move forward with the established accommodation process. If you already have established accommodations with Student Access, please contact the instructor prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations.
- Extensions: For master's students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term (20- 21 Handbook, 20).

A Note on Self-Care and Difficult Topics

- Theological education invites our whole selves into the classroom and often demands a challenging integration of our emotional, intellectual, and bodily histories. It is not uncommon for students to confront painful issues as they engage with this kind of education, whether in terms of sexual trauma, domestic violence, the effects of racism, or other difficult topics. Students are encouraged in this class to attend carefully to self-care around these issues and to note that while Garrett can suggest such care, neither the teaching team nor the school can provide therapeutic interventions or psychological counseling.

Proviso

The instructor(s) reserves the right to alter this syllabus at any time should the demands of sound pedagogy warrant it. Changes to the syllabus will be announced in class.

COURSE REQUIREMENTS & ASSIGNMENTS

1. **ATTENDANCE, READING & PARTICIPATION (35%).** Students will be expected to honor the class covenant, attend class consistently (with no more than two absences), lead or co-lead one opening centering moment, and engage equitably within the classroom activities and discussion. Attendance and participation requirements will include (1) leading or co-leading one opening centering moment, (2) completion of weekly readings, (3) participation in weekly online Spiritual Care Lab sessions, (4) contribution to weekly discussion forums on Moodle, and (5) completion of occasional Weekly Learning Moments (WLM) in class.

SPIRITUAL CARE LAB:

The goal of the Spiritual Care Lab is to create an experimental space where students are to be exposed to a variety of real-life human situations and practice active listening and compassionate response skills. The Care Lab, an integrated part of the online synchronous instruction, will take place each week for about 30 minutes; there will be 10 sessions in total. In a small, intimate group setting (three or four people), each student will play different roles of speaker (care receiver), listener (care provider), observer, and/or timekeeper, and they will switch such roles each week. Once the group is formed, students will stay with the same group throughout the semester. Each week students will be given a new real-life scenario or discussion prompt to engage in; while the speaker shares their experiences, the listener will not only listen to the speaker but also empathetically respond to them. During these conversations, the observer will observe their interactions and dynamics, including verbal and nonverbal expressions, and share what they have noticed. The speaker will then have a chance to share how they have received the listener's responses. The Care Lab will be organized according to the following guidelines:

- 1) **Speakers** will share their thoughts and feelings about the weekly prompts with the listener for 5-10 minutes. After receiving feedback from the observer, the speaker will have an additional couple more minutes to share their own thoughts, feelings, or reactions about the listener's use of the listening skills.
- 2) **Listeners** will use the designated skill listed in the course syllabus and respond to the speaker as appropriate. Each week listeners will build on previous skills while adding a new skill to their listening repertoire.
- 3) **Observers** will give feedback to the listener about the use of the listening skills.
- 4) **Timekeepers** will use a timer or a timekeeping app to keep each person and the group on task for the allotted time. Timekeepers will ensure that speakers take no more than 5 minutes to share, and observers use no more than 3 minutes for feedback. More time might be allowed for more in-depth topics. The total time allotted for the entire practice session is 30 minutes.
- 5) **Things to keep in mind:**
 - Do not be afraid to give feedback, but make sure it is gracious and helpful.
 - Be as specific as possible with both affirmations and suggestions for improvement.
 - Listen to feedback with an open mind to improve your pastoral caregiving skills without becoming defensive.
 - Please do not rush through your story.

- Because of the time constraints, you may often feel incomplete. Remember that the group is a focused opportunity to improve your listening and caring skills using real aspects of your life.

ONLINE DISCUSSION FORUM:

As part of the weekly asynchronous learning, each student will be expected to engage in an online discussion forum with their assigned group members on Moodle. Each week students will be expected to answer one of the following four questions (initial post) based on the weekly readings and respond to other students' posts (at least one response) by **Wednesday noon**. Your combined writings (an initial post and response posts) should be no less than 200 words long. This assignment will be graded as complete/incomplete.

- Questions for reflection: (Please choose one and respond to it in your initial post)
 - 1) What insights or new knowledge have you gained from this week's readings? (Focus on a specific idea, concept, or method drawn from the readings)
 - 2) What have you found disturbing or disagreeable in this week's readings? (Refer to a particular idea or practice that you find problematic and address why it is so)
 - 3) How do this week's readings affirm or challenge your (or your church's) embedded theology? (Draw on a specific idea or notion to make a connection with your theological perspectives and beliefs)
 - 4) What pastoral/spiritual care strategies could inform the ministry of care that you're currently involved in and how? (Draw some examples from this week's readings)

2. **SPIRITUAL CARE JOURNAL (15%)**. The goal of weekly self-reflection and evaluation – also called “Spiritual Care Journal” – is to allow students to intentionally reflect on their experience, to capture the newly gained knowledge (either about the self, relationship, or God), and to witness their own growth. Students will be expected to complete the “Spiritual Care Journal” activity on Moodle each week by the end of the day when the class meets (Thursday, 11:59 PM). The Spiritual Care Journal aims to help students practice deep listening to their presence within their Care Lab group, to their readings, and to themselves as they set their weekly intention for learning. The following three questions will guide the self-reflection activity: (a) What did you notice during the Care Lab meeting about yourself, others, and God? (b) What did or didn't go well? Why and how? (c) What should be further done? Each week throughout the semester, you will make three brief journal entries for no more than 100 words per entry, totaling 300 words per week.

* This weekly assignment should be submitted to Moodle each **Thursday by 11:59 PM**. It will be graded as complete/incomplete.

3. **PASTORAL/SPIRITUAL CARE CASE STUDY – 2 PARTS (30%)**. A pastoral/spiritual care case study or annotated verbatim is a two-part assignment that demonstrates your ability to describe as accurately as possible what was said in a pastoral/spiritual care interview, write a commentary on themes related to pastoral/spiritual care, and evaluate your own interaction, skills, and growing edges. You will be expected to have a pastoral care conversation with the same person twice. The

first verbatim is due **October 11, 11:59 PM** and the second verbatim is due **November 8, 11:59 PM**. Detailed instructions will be provided later in class.

4. **COMMUNITY CARE PROJECT & PRESENTATION (20%)**. Understanding the context and community is key in pastoral and spiritual care. By December 10, you will complete a brief assignment that involves your care needs and resources assessment in the community where you attend church or serve in field placement. This will involve walking the two square blocks in each direction around your church or observing the neighborhood in virtual spaces, doing one brief interview, and presenting your findings in a creative way to the class. Detailed guidelines for the assignment will be provided later in class.

CRITERIA FOR GRADING

Assignment	Points	Due Dates
Attendance, Reading & Participation	35 [Attendance: 1 pt./wk. x 13 wks. = 13 pts.; Discussion Forum: 2 pts./wk. x 11 wks. = 22 pts.]	Each week
Spiritual Care Journal	15 [1.5 pts./wk. x 10 wks. = 15 pts.]	Thursdays 11:59 PM (CST)
Pastoral Care Case Study #1	15	October 11, 11:59 PM (CST)
Pastoral Care Case Study #2	15	November 8, 11:59 PM (CST)
Community Care Project & Presentation	20	December 10, 9:00 AM (CST)
Total Points	100	

A	94-100	B-	80-82	D+	67-69
A-	93-90	C+	77-79	D	60-66
B+	87-89	C	73-76	Pass	60 and above
B	83-86	C-	70-72	Fail	59 and below

For purposes of reference, the following standards will apply to the contents of assigned papers and the class presentation.

“**A**” signifies an in-depth grasp of the material presented in class and in readings, and a demonstrated ability to explore the implications of that material for pastoral care beyond what is immediately evident.

This grade generally indicates sufficient interest to go beyond the required readings of the class.

The paper addresses all of the questions or issues assigned. Information is clearly focused in an organized and thoughtful manner.

Writing reflects thorough proofreading that evidences thoughtful and reasoned development of ideas and reflections constructed with correct grammar and spelling. No spelling, grammatical, or punctuation errors.

“B” signifies an adequate comprehension of class material and the ability to apply the concepts to pastoral settings.

The paper addresses many of the questions or issues assigned. Information supports the thesis of the paper.

Writing reflects proper grammar and spelling; it is constructed with a reasonable, easy to follow development of ideas and evidence of proofreading. Few (1-3) spelling, grammatical, or punctuation errors.

“C” indicates minimal integration of the themes of the course, but sufficient to pass.

The paper addresses only 2 or 3 of the questions or issues assigned. The project has a focus but might stray from it at times. Information appears to have a pattern, but the pattern is not consistently carried out in the paper. Information loosely supports the thesis of the paper.

Writing reflects a minimal ability to organize material and demonstrates minimal attention to grammar and spelling.

The project has a focus but might stray from it at times. Minimal (3 or 5) spelling, grammatical, or punctuation errors.

Other grades will indicate poorly organized or inadequate integration of the material, or failure to complete sections of the class requirements.

WEEKLY SCHEDULE & OUTLINE

PART I. FOUNDATION

Week #1 September 5. Introduction and Course Overview

- Orientations to the course outline, expectations, readings, and assignments
- Group covenant
- Social location exercise

Readings:

- Safi, “To Love One Another As We Are, To Become All We Are Meant To Be” (Moodle)
- Couture, “A Beginner Can Be Good Enough: Seven Spiritual Disciplines of Pastoral Care and Spiritual Psychotherapy” (Moodle)

Assignments:

- Introduce yourself on a discussion board, “Self-Introduction,” on Moodle (Due: Wednesday, September 4, Noon)

- Sign up on the shared document for a date to lead or co-lead an opening centering moment

Week #2 September 12. Ministry of Presence

Readings:

- Doehring, "Introducing an Intercultural Approach," in *The Practice of Pastoral Care (PPC)* (xiii-xxviii)
- Patton, "The Pastor's Specialty: Relational Wisdom," in *Pastor as Counselor* (1-20)
- Brooks, "The Art of Presence" (Moodle)
- Listen to "[Compassionate Presence](#)" (Spiritual Care Podcast)

Assignments:

- Online Discussion Forum (Due: Wednesday, 9/11, Noon)

Week #3 September 19. Foundational Skills and Competencies in Pastoral and Spiritual Care

Readings:

- Doehring, "Intercultural Care: Trust and Theological Accountability" and "Basic Ingredients of Caregiving Relationships," in *PPC* (1-50).
- Lartey, "Introduction to Pastoral Care," "Historical Developments in Pastoral Care," and "Models of Pastoral Care, in *In Living Color* (1-34)
- Cage and Rambo, "Introduction," in *Chaplaincy and Spiritual Care in the Twenty First Century (CSC)* (1-15)

Assignments:

- Online Discussion Forum (Due: Wednesday, 9/18, Noon)
- Spiritual Care Journal #1 (Due: Thursday, 9/19, 11:59 PM)

Care Lab #1:

- Focused Skill – "Attending" (Being present with the person)

Week #4 September 26. Active Listening

Readings:

- Doehring, "Embodied Listening" and "Establishing a Caregiving Relationship," in *PPC* (53-83)
- Patton, "The First Pastoral Counseling Conversation" and "Continuing the Counseling Conversation," in *Pastor as Counselor* (21--65)
- Listen to "Listeners [Part 1](#) & [Part 2](#)" (Spiritual Care Podcast)

Assignments:

- Online Discussion Forum (Due: Wednesday, 9/25, Noon)
- Spiritual Care Journal #2 (Due: Thursday, 9/26, 11:59 PM)

Care Lab #2:

- Focused Skill – "Active Listening" (Actively engaging the speaker throughout)

Week #5 October 3. Ethics of Care and Interpersonal Competencies

Readings:

- Berlinger, "Ethics and Care of the Sick" (Moodle)
- Marshall, "Pastoral Care and Sexual Ethics" (Moodle)
- Doehring and Kestenbaum, "Interpersonal Competencies for Cultivating Spiritual Trust," in *CSC* (134-154)
- Coble and Springer, "Interpersonal Competence in Contextualizing Power Dynamics in Socially Just Spiritual Care," in *CSC* (171-189)
- "Common Code of Ethics for Spiritual Care Professionals" (Moodle)

Assignments:

- Online Discussion Forum (Due: Wednesday, October 2, Noon)
- Spiritual Care Journal #3 (Due: Thursday, 10/3, 11:59 PM)

Care Lab #3:

- Focused Skill – "Being Open and Authentic" (be inviting and accept the person as they are)

Week #6 October 10. Theological Reflexivity and Meaning Making Competencies

Readings:

- Doehring, "Theological Themes and Reflexivity," in *PPC* (85-115)
- Jacobs, "Creating a Personal Theology to Do Spiritual/Pastoral Care" (Moodle)
- Plummer, "Creating a Personal Theology to Do Spiritual/Pastoral Care" (Moodle)
- Gabriel and Bidwell, "Leading and Facilitating Spiritual Reflection," in *CSC* (90-109)
- Robins and Hansen, "Meaning Making through Ritual and Public Leadership," in *CSC* (110-125)

Assignments:

- Online Discussion Forum (Due: Wednesday, 10/9, Noon)
- Spiritual Care Journal #4 (Due: Thursday, 10/10, 11:59 PM)
- Pastoral/Spiritual Care Case Study #1 (Due: Friday, 10/11, 11:59 PM)

Care Lab #4:

- Focused Skill – "Theological Reflexivity" (Paying attention to life-giving and life-limiting beliefs)

Week #7 October 17. Assessment and Organizational Competencies

Readings:

- Doehring, "Systemic Assessment" and "Planning Care: Liberative Spiritual Integration," in *PPC* (155-186)
- Pak, "Through a Multi-Frame Lens: Surviving, Thriving, and Leading Organizations," in *CSC* (219-238)
- Garrett-Cobbina, "The Emotional Undercurrents of Organizations," in *CSC* (239-257)

- Deal and Magyar-Russell, “Religious and Spiritual Assessment in Pastoral Counseling,” in *Understanding Pastoral Counseling* (115-138)

Assignments:

- Online Discussion Forum (Due: Wednesday, 10/16, Noon)
- Spiritual Care Journal #5 (Due: Thursday, 10/17, 11:59 PM)

Care Lab #5:

- Focused Skill – “Empathetic Immersion” (Submerging into the care receiver’s experience)

[READING DAYS -- NO CLASS ON 10/24 & 10/25]

PART II. SPECIAL TOPICS

Week #8 October 31. Grief and Loss

Readings:

- Doehring, “Loss,” *PPC* (120-129)
- Patton, “Limit, Loss, and Grief” and “Care for the Sick,” in *Pastoral Care* (49-74)
- Chaplaincy Innovation Lab, “Grief: The New Normal” (Moodle)
- Listen to “[Navigating Loss Without Closure](#)” by Pauline Boss (On Being Project)
- Watch “[Dealing with Grief: A Series of 5 Short, Powerful Videos](#)” (American Nurses Foundation)

Assignments:

- Online Discussion Forum (Due: Wednesday, 10/30, Noon)
- Spiritual Care Journal #6 (Due: Thursday, 10/31, 11:59 PM)

Care Lab #6:

- Focused Skill – “Self-Awareness and Listening” (Listening for and clearing away automatic emotional reactions)

Week #9 November 7. Intimate Violence and Trauma-Informed Care

Readings:

- Doehring, “Violence,” in *PPC* (129-141)
- Doehring, “Spiritual Care After Violence: Growing from Trauma with Lived-Theology” <https://cct.biola.edu/spiritual-care-violence-growing-trauma-lived-theology/>
- Crumpton, “Trigger Warnings, Covenants of Presence, and More: Cultivating Safe Space for Theological Discussions about Sexual Trauma” (Moodle)
- Chung, “Intimate Violence and Pastoral Care in the Korean American Community,” in *Pastoral Care in a Korean American Context* (27-44)
- McCrary, “Intimate Violence against Black Women and Internalized Shame: A Womanist Pastoral Counseling Perspective” (Moodle)
- Listen to “[How Trauma and Resilience Cross Generations](#)” by Rachel Yehuda (On Being Project)

- (Optional) Rambo, Wiinikka-Lydon, and Okafor, "Trauma and Moral Injury: A Guiding Framework for Chaplains" (Moodle)

Assignments:

- Online Discussion Forum (Due: Wednesday, 11/6, Noon)
- Spiritual Care Journal #7 (Due: Thursday, 11/7, 11:59 PM)
- Pastoral Care Case Study #2 (Due: Friday, 11/8, 11:59 PM)

Care Lab #7:

- Focused Skill – "Validating" (Don't argue, repeat what you heard, and be slow to respond)

Week #10 November 14. Pastoral Care as Anti-Oppression Work

Readings:

- Chinula, "The Task of Oppression-Sensitive Pastoral Caregiving and Counseling," in *Injustice and the Care of Souls* (133-138)
- Kujawa-Holbrook, "Love and Power: Antiracist Pastoral Care," in *Injustice and the Care of Souls* (13-28)

Select two of the following five to read:

- Chung, "Just Aging: Practicing Pastoral Care with Older Adults," in *Injustice and the Care of Souls* (Moodle)
- Giles, "Never at Ease: Black, Gay, and Christian," in *Injustice and the Care of Souls* (Moodle)
- Brown, "The Transgendered G*d as Diversity and Inclusion," in *Postcolonial Images of Spiritual Care* (Moodle)
- Thompson, "Ableism: The Face of Oppression as Experienced by People with Disabilities," in *Injustice and the Care of Souls* (Moodle)
- De La Torre, "Pastoral Care from the Latina/o Margins," in *Injustice and the Care of Souls* (Moodle)

Assignments:

- Online Discussion Forum (Due: Wednesday, 11/13, Noon)
- Spiritual Care Journal #8 (Due: Thursday, 11/14, 11:59 PM)

Care Lab #8:

- Focused Skill – "Being Aware of Hidden Assumptions" (Suspended assumptions, receptivity, balanced thinking and feeling)

Week #11 November 21. Addiction and Recovery

Readings:

- Doehring, "Substance Abuse and Dependence, Problematic Ways of Coping," in *PPC* (141-153)
- Wixson, "Addiction, Power, and the Question of Powerlessness," in *Injustice and the Care of Souls* (153-172)

- Specker & Albers, “Substance Use Disorders” (Moodle)
- Waters, Sonia, “Identity in the Empathic Community: Alcoholics Anonymous as a Model Community for Storytelling and Change” (Moodle)
- Watch [Addicted: America’s Opioid Crisis](#)

Assignments:

- Online Discussion Forum (Due: Wednesday, 11/20, Noon)
- Spiritual Care Journal #9 (Due: Thursday, 11/21, 11:59 PM)

Care Lab #9:

- Focused Skill – “Deep Listening” (Concentrate, try to relate, and communicate understanding)

[THANKSGIVING BREAK -- NO CLASS ON 11/25-11/29]

Week #12 December 5. Self-Care as Community Care

Readings:

- Padamsee, “Communities of Care, Organizations for Liberation”
<https://nayamaya.wordpress.com/2011/06/19/communities-of-care-organizations-for-liberation/>
- Self-Care as Warfare, <https://feministkilljoys.com/2014/08/25/selfcare-as-warfare/>
- Dalton-Smith, “The 7 Types of Rest that Every Person Needs,” <https://ideas.ted.com/the-7-types-of-rest-that-every-person-needs/>
- Listen to “[Self-Care as Generational Healing](#)” by Alex Elle (On Being Project)

Assignments:

- Online Discussion Forum (Due: Wednesday, 12/4, Noon)
- Spiritual Care Journal #10 (Due: Thursday, 12/5, 11:59 PM)

Care Lab #10:

- Focused Skill – “Defusing Emotional Reactivity” (Empathize, avoid becoming reactive, and resist impulse to respond defensively)

Week #13 December 10. Final Project Presentations and Integrative Conversations

Assignments:

- Prepare to present your final project
- Community Care Project (Due: Tuesday, 12/10, 9:00 AM)