



PCC 500 INTRODUCTION TO PASTORAL CARE & COUNSELING

Fall 2025 | Thursday 9 am-noon (CST) | In-Person | Location: TBA

Professor: Dr. Jaeyeon Lucy Chung | Pronouns (she/her)

Teaching Assistant: Charles Adonteng | Pronouns (he/his)

COURSE DESCRIPTION

This course introduces students to the theories, models, and approaches to pastoral care and counseling, primarily from Christian perspectives, while fostering sensitivity to other religious traditions. Designed to help students cultivate a pastoral and spiritual professional identity, the course emphasizes foundational skills for compassionate and equitable responses to real-life human concerns within various ministry contexts.

Students will explore critical topics such as suffering, trauma, loss and grief, intimate violence, addiction, climate change, and mental health crises across the life cycle. Additionally, students will examine how their social location, family of origin, and spiritual-religious histories shape their understanding of suffering, healing, and human flourishing.

Through readings, group discussions, Spiritual Care Lab exercises, and self-reflection, students will develop key skills, attitudes, and knowledge essential for effective pastoral care and counseling. While the course invites attention to personal experiences, it further emphasizes the professional and pastoral theological competencies necessary for meaningful and faithful pastoral practice.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Demonstrate foundational knowledge of pastoral or spiritual care from an intercultural and intersectional perspective.
2. Cultivate self-awareness and strengthen internal, relational, and spiritual resources.
3. Develop active listening skills and demonstrate empathic responses in pastoral or spiritual care relationships.
4. Engage psycho-social-organizational-spiritual frameworks to enhance sensitivity to Diversity, Equity, Inclusion, Accessibility, and Justice (DEIAJ) in pastoral care practice.
5. Critically reflect on ethical and theological dimensions of pastoral care and counseling situations.
6. Formulate clear, specific goals and strategies for ongoing pastoral formation and supportive networks.

COURSE WEBSITE

You are responsible for regularly checking Canvas for announcements, accessing readings and other materials, uploading assignments, and participating in the discussion forums. To access the course website on Canvas, go to <http://courses.garrett.edu> and click on the course number/name (**PCC500 Introduction to Pastoral Care and Counseling**).

CONTACT INFORMATION

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Office Hours	Th 1-2 pm or by appointment	TBA

For virtual or in-person meetings, schedule via [Book Time with Dr. Chung](#)

COURSE MATERIALS

Required Textbooks: [These books are available as **eBooks** via the library website]

- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. **Revised and Expanded Edition**. Louisville: Westminster John Knox Press, 2015. ISBN: 978-0664238407 \$19.69 (Amazon price as of 2/27/25)
 E-book link:
https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9977678944202441
- Hansen, Danielle Tumminio. *Trauma-Informed Spiritual Care: Interventions for Safety, Meaning, Reconnection, and Justice*. Minneapolis: Fortress Press, 2024. ISBN: 978-1506485836 \$25.15 (Amazon price as of 2/27/25)
 E-book link:
https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9982487179802441
- 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. ISBN: 978-1506482477 \$28.48 (Amazon price as of 02/27/24)
 E-book link:
https://search.library.northwestern.edu/permalink/01NWU_INST/823ite/alma998229505160244

Additional Readings:

*Chapters from the additional textbooks, as well as journal articles and online resources, will be made available in PDF via Canvas.

COURSE REQUIREMENTS & ASSIGNMENTS

1. **ATTENDANCE, READING & PARTICIPATION (15%).**

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 Spiritual Care Lab sessions and other class activities.

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 six 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 10 minutes to share, and observers use no more than 5 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.

READING REFLECTION

- Questions for reflection:
 - 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. **QUIZ ON FAMILY SYSTEMS TERMS (10%). DUE: In Class September 25.**

- You will need to know the eight key concepts of Bowen Family Systems Theory.
- You will need to be able to identify those concepts in a given scenario.

Family Systems Theory References:

Culbertson "Family Systems Theory"

Bowen Institute <https://www.thebowencenter.org/core-concepts-diagrams>

3. **MY GENOGRAM (10%). DUE: October 1, 11:59 PM.**

Genograms are like enhanced family trees. Not only do they tell us who is related to whom, but they also provide vital information about the nature of the connections between family members, family behaviors, and processes. The purpose of the genogram is to provide a picture of family/extended familial relationships in social context, and to consider how the emotional nature of these connections influences your identity and ways of moving in the world. Each student will create a genogram of their own family.

A genogram assignment has two parts: (1) a diagram (2) the descriptive narrative and analysis of the family system in social context. The diagram should depict who is in the family, and indicators of family systems theory processes: triangles, emotional cutoffs, multigenerational transmission process, births, deaths, stressors in relationships, silences, etc. The narrative shares the stories that the symbols in the diagram indicate. The narrative should be no longer than **three double-spaced pages**, and it should indicate analysis that details the following:

Analysis:

- ✓ Identify pastoral concerns in this family system
- ✓ Are there any presenting or underlying psychological/emotional themes or practical concerns?
- ✓ What are the spiritual concerns and for whom are they concerns?
- ✓ What about the intersectionality of their social location? How does their intersectional experience of identity show up in their pastoral care concern?
- ✓ Would it be helpful to make a referral, and if so, what kind?

PDF instructions on how to create a genogram are uploaded on Canvas. You may also use software to generate and upload a copy of your genogram in PDF format to Canvas. You will also upload the narrative (with responses to the analysis questions above) to Canvas.

This exercise can be at times joyful and exciting, and it can be also difficult. If you experience emotional distress or other challenges while working on this assignment, be sure to connect with your support system, including contacting the teaching team.

4. **MIDTERM ESSAY (15%). DUE: October 24, 11:59 PM.**

- Name and describe a pressing pastoral care concern or issue that you would like to learn more about. What is it, who is impacted/involved?
- When you look at the pastoral care concern and the people who are impacted/involved, what do you see, hear, notice, and feel about the social context out of which the concern emerges?
- What would you like to learn, and what do you think you will need to know, do, or have access to in order to provide good enough pastoral care?
- Propose a pastoral care response to concern you have identified.

*The submission should be **one single spaced page** (no more or less) in length. Upload to Canvas.*

5. **BIBLICAL CASE STUDY PRESENTATION (15%). Due: In Class November 20.**

Present a biblical family narrative as a case study: (1) genogram diagram (2) 500-word narrative of family processes, pertinent events, and the social context, and analysis.

Your group will develop and present a case study as a role play of the circumstances in the biblical family's life. Look at the biblical text creatively; don't be afraid to select stories of families and people who aren't always popular. The group will need to research the biblical story and know enough about it to be able to substantively engage primary concerns and themes.

The case study presentation will be a role play of this family in context. After the role play, your group will present the genogram and highlight important parts of the narrative (including analysis of important experiences and pertinent social concerns).

The presentation should also include an opportunity for feedback from the class. Each case study presentation will run for 30 minutes.

Upload the genogram and narrative (including analysis) to Canvas for feedback by **November 18, 11:59 PM**

Building the Contemporary Case Study:

Now, think about the pastoral care concerns that people face right now. Are there any parallels between the biblical story you examined and the circumstances of people's lives now; or, do you see parallels between the family dynamics of people then and now? Based on the group's answer, collaborate to write a 500-word narrative scenario of a contemporary concern that parallels selected parts of the biblical case study. This narrative will be the foundation for a second group presentation, Contemporary Case Study. Submit the narrative to Canvas by **November 23, 11:59 PM**.

6. CONTEMPORARY CASE STUDY PRESENTATION (15%). Due: In Class December 4.

This assignment focuses on developing responses to the Contemporary Case Study that you developed from the first case study. Revisit and if necessary, refine the Contemporary Case Study.

Role play a scenario from the Contemporary Case Study in which pastoral care is taking place. Demonstrate active listening skills, working with the family through the genogram (and any other pastoral care responses), and potential missteps in offering pastoral care. Invite discussion and feedback from the audience (30-minute presentation).

Presentation of this case study should reflect updated research on the psychological, spiritual, and social dimensions of the scenario. Research the trends in mental and spiritual health that are present in today's reality as you prepare to present the scenario and pastoral care responses.

Evaluation will take place in class; there is nothing to submit for this.

7. Final Paper (20%). DUE: December 10, 11:59 PM.

Revisit your midterm essay. What resources, skills, or concepts help you come to a better understanding of the pastoral care concern that you chose. Think through that concern as if it is a case study that requires a pastoral care response. Additional guidelines for this assignment will be provided later in class. 1,500-1,800 words in length.

CRITERIA FOR GRADING

Course Assignment & Evaluation	Points	Due Dates
Attendance, Reading & Participation	15	Each week
Quiz on Family Systems Terms	10	In class September 25
Genogram	10	October 2, 11:59 PM (CST)
Midterm Essay	15	October 24, 11:59 PM (CST)
Biblical Case Study – Group Assignment	15	In class November 20
Contemporary Case Study – Group Assignment	15	In class December 4
Final Paper	20	December 10, 11:59 PM (CST)
Total Points	100	

Grade Scale (out of 100 points)

A	94-100	B+	87-89 (88)	C+	77-79 (78)
A-	90-93 (91.5)	B	84-86 (85)	C	74-76 (75)
		B-	80-83 (81.5)	C-	70-73 (71.5)
				D (Failing)	60-69 (65)

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 24-25 Handbook, 13, 69-75) All professors 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* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online: [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.

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 in 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 24-25 Handbook, 10-11)
- **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. (24-25 Handbook, 20-21)
- Students are allowed to access the laptop or iPad, but cell phones should be silenced during class

Academic Accommodations

- 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 the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has

already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your professor prior to the first class session so the professor 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, so no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (24-25 Handbook, 13).

- **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 (24-25 Handbook, 21).

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.

The Use of AI

- Garrett-Evangelical Theological Seminary AI Policy. The use of AI includes, but is not limited to, such activities as: research, generating first drafts of assignments or creating outlines (through tools such as ChatGPT), translation from one language to another, and editing, polishing, or revising (through tools such as spell check, grammar check, and PowerPoint designer). The extent to which the use of AI is allowable in developing course assignments is determined by the professor in each of their courses. Faculty may prohibit the use of AI tools on assignments, allow the use of certain tools with appropriate acknowledgment by the student as to which tools were used, or allow the use of some tools with no acknowledgment by the students that the tools were used.
- AI Policy for this Course. This course uses AI in the following ways:

Not Allowed	Allowed with Appropriate Acknowledgement	Allowed and No Acknowledgement Needed
<ul style="list-style-type: none"> • Generative AI help with <u>papers</u> (generating ideas, outlines, arguments) • Generative AI help with <u>writing</u> (paraphrasing, summarizing) • Generative AI help with <u>reading</u> (summarizing or outlining reading assignments) 	<ul style="list-style-type: none"> • Language translation • Language assistance for non-native English speakers 	<ul style="list-style-type: none"> • Editing, polishing, or revising paper drafts • Proofreading • Presentation design • Citation generation • Research

- ★ You must consult the professor for uses not mentioned above.
- ★ To properly cite the use of AI in Chicago/Turabian style, access this link:
<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>

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.

WEEKLY SCHEDULE & OUTLINE.

PART I. DEVELOPING FRAMEWORKS

Week #1 September 4. Introduction and Course Overview

- Orientations to the course
- Pastoral/Spiritual Care in Social and Relational Context
- Group covenant
- Social location exercise
- Sign-up sheets

Readings:

- Couture, "A Beginner Can Be Good Enough: Seven Spiritual Disciplines of Pastoral Care and Spiritual Psychotherapy" (Canvas)
- Watch two short videos: "Kimberle Crenshaw on [Intersectionality](#)" and "[Intersectionality 101](#)"

Assignments:

- Introduce yourself on a discussion board, "Self-Introduction," on Canvas (Due: Wednesday, September 3, Noon)
- Sign up on the shared document for a date to lead or co-lead an opening-centering moment

Week #2 September 11. Understanding Self and Family Systems

- Self-Awareness and self-care for solid pastoral practice
- Self-Assessment Tools
- Family Systems Theory – 8 Key Concepts
- Genogram exercises

Readings:

- Bowen Family Systems Theory (8 Key Concepts)
<https://www.thebowencenter.org/introduction-eight-concepts>
- Culbertson, "Family Systems Theory" (PDF on Canvas)
- Genogram Instructions (PDF on Canvas)

- 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 “[Compassionate Presence](#)” (Spiritual Care Podcast)

Assignments:

- View and take the following self-awareness tools and tests:
 - a) Read about the enneagram -- <https://enneagramacademy.com/enneagram/>
 - b) Take the free **enneagram** test -- <https://enneagramacademy.com/enneagram-test/>
 - c) Take the **Myers Briggs Personality** test – <https://www.16personalities.com/free-personality-test>
 - d) Take some time on what the evaluation results offer you. Then write your responses to the following questions on Canvas (Due: Wednesday, 9/10, Noon) --->
 - What are your types from both tools (Myers Briggs and Enneagram)?
 - What resonates (makes sense)?
 - What surprises you?
 - What do you want to work on based on what you see?
 - Would it help to connect with support, resources, or referrals as you consider what you want to work on?

Week #3 September 18. Intercultural Approach to Pastoral Care

- Historical Developments in Pastoral Care
- Intercultural Approach to Pastoral Care
- Key terms for intercultural care

Readings:

- Doehring, “Introducing an Intercultural Approach,” “Intercultural Care: Trust and Theological Accountability,” and “Basic Ingredients of Caregiving Relationships,” in *The Practice of Pastoral Care (PPC)* (xiii-50)
- Lartey, “Introduction to Pastoral Care,” “Historical Developments in Pastoral Care,” and “Models of Pastoral Care, in *In Living Color* (PDF on Canvas)

Week #4 September 25. Trauma-Informed Approach to Spiritual Care

- Quiz on family systems terms
- Understanding trauma
- Trauma-informed approach to spiritual care

Readings:

- Hansen, “Introduction” and “Introduction to Trauma,” in *Trauma-Informed Spiritual Care (TSC)* (xiii-22)
- Rambo, Wiinikka-Lydon, and Okafor, “Trauma and Moral Injury: A Guiding Framework for Chaplains” (PDF on Canvas)
- Listen to “[How Trauma and Resilience Cross Generations](#)” by Rachel Yehuda (On Being Project)

Week #5 October 2. Creating Safe Space, Listening Compassionately

- Safe space vs. Brave space
- Active listening; empathic listening; embodied listening
- Spiritual care lab exercise

Readings:

- Doehring, “Embodied Listening” and “Establishing a Caregiving Relationship,” in *PPC* (53-83)
- Hansen, “Safety,” in *TSC* (23-43)
- Listen to “[Compassionate Presence](#)” (Spiritual Care Podcast)
- Listen to “Listeners [Part 1](#) & [Part 2](#)” (Spiritual Care Podcast)

Assignment:

- My Genogram (diagram, narrative, and analysis) (Due: Wednesday, October 1, 11:59 PM)

Spiritual Care Lab #1:

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

Week #6 October 9. Meaning Making, Theological Reflexivity

- Embedded beliefs vs. deliberative (intentional) values
- Life-limiting lived theology vs. Life-giving lived theology
- Listen, assess, cocreate
- Spiritual care lab exercise

Readings:

- Doehring, “Theological Themes and Reflexivity,” in *PPC* (85-115)
- Hansen, “Meaning-Making,” in *TSC* (45-62)
- Gabriel and Bidwell, “Leading and Facilitating Spiritual Reflection,” in *CSC* (90-109) (PDF on Canvas)
- Ramsaw, “Making (Ritual) Sense of Our Own Lives,” in *Injustice and the Care of Souls* (105-119)
- Robins and Hansen, “Meaning Making through Ritual and Public Leadership,” in *CSC* (110-125) (PDF on Canvas)

Spiritual Care Lab #2:

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

Week #7 October 16. Reconnection, Advocacy

- Systemic assessment of needs
- Reconnecting with one’s self, one’s community
- Restorative caregiving
- Spiritual care lab exercise

Readings:

- Doehring, “Systemic Assessment” and “Planning Care: Liberative Spiritual Integration,” in *PPC* (155-186)
- Hansen, “Reconnection” and “Restorative Justice and Trauma-Informed Spiritual Care,” in *TSC* (63-86)

Care Lab #3:

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

No Class on October 23 (Reading Day)*Assignment:*

- Midterm Essay (Due: Friday, 10/24, 11:59 PM)

PART II. DELVING INTO NARRATIVE THEMES**Week #8 October 30. Narrative Theme1 -- Grief and Loss**

- Experiences of loss, grief, and mourning
- Different types of loss
- Disenfranchised grief, ambiguous grief
- Pastoral care responses to loss and grief
- Spiritual care lab exercise

Readings:

- Doehring, “Loss,” *PPC* (120-129)
- Chaplaincy Innovation Lab, “Grief: The New Normal” (PDF on Canvas)
- Listen to “[Navigating Loss Without Closure](#)” by Pauline Boss (On Being Project)
- [Recommended] Kessler, “Every Loss Has a Meaning” in *Finding Meaning: The Sixth Stage of Grief* (1-96)

Spiritual Care Lab #4:

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

Week #9 November 6. Narrative Theme 2 -- Intimate Violence

- Definition and statistics of intimate violence
- Intergenerational and complex trauma
- Barriers to seeking help – sociocultural, theological factors
- Pastoral care responses to intimate violence
- Spiritual care lab exercise

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/>
- Cooper-White, “Intimate Violence Against Women: Trajectories for Pastoral Care in a New Millennium” (PDF on Canvas)
- Chung, “Intimate Violence and Pastoral Care in the Korean American Community,” in *Pastoral Care in a Korean American Context* (PDF on Canvas)
- McCrary, “Intimate Violence against Black Women and Internalized Shame: A Womanist Pastoral Counseling Perspective” (PDF on Canvas)

Spiritual Care Lab #5:

- Focused Skill – “Emotional Validation” (Learning about, understanding, and expressing acceptance of another person’s emotional experience)

Week #10 November 13. Narrative Theme 3 – Addiction and Recovery

- Understanding different kinds of addiction
- Moral and/or religious model of addiction
- Stages of change
- Pastoral care responses
- Spiritual care lab exercise

Readings:

- Doehring, “Substance Abuse and Dependence, Problematic Ways of Coping,” in *PPC* (141-153)
- Wixson, “Addiction, Power, and Powerlessness: Alternatives toward Recovery,” in *Injustice and the Care of Souls* (PDF on Canvas)
- Specker & Albers, “Substance Use Disorders” (PDF on Canvas)
- Waters, Sonia, “Addiction as Soul-Sickness” and “Moving into Change,” in *Addiction and Pastoral Care* (PDF on Canvas)

Care Lab #6:

- Focused Skill – “Defusing Emotional Reactivity” (Listening without being defensive)

Week #11 November 20. Biblical Case Study – Group Presentation & Discussion

- Group presentations in class

Assignment:

- Upload genogram and narrative analysis to Canvas (Due: Tuesday, November 18, 11:59 PM)
- Upload contemporary case study scenario to Canvas (Due: Sunday, November 23, 11:59 PM)

No Class on November 27 (Thanksgiving Day)

Week #12 December 4. Contemporary Case Study – Group Presentation & Discussion

- Group presentations in class

Week #13 December 9. Integrative Dialogue and Visioning Together

- Share final paper ideas
- Integrative dialogue and envisioning together
- Course evaluations

Assignment:

- Final Paper (Due: Friday, 12/10, 11:59 PM)

Bibliography

- 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
- Cooper-White, Pamela. *The Cry of Tamar: Violence Against Women and the Church's Response*. Minneapolis: Fortress Press, 1995.
- Culbertson, Philip. *Caring for God's People*. Minneapolis: Fortress Press, 2000.
- Dykstra, Robert. *Images of Pastoral Care: Classic Readings*. St. Louis, MO: Chalice Press, 2005.
- Kessler, David. *Finding Meaning: The Six Stage of Grief*. New York: Scribner, 2019.
- Lartey, Emmanuel. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*. 2nd 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/uoei1r/alma9981570069802441
- McGoldrick, Monica, Randy Gerson, and Sueli Petry. *Genograms: Assessment and Treatment*. New York: W. W. Norton & Company, 2020.

- 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
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