

## Pastoral Care and Counselling

European Nazarene College

<b>School Year:</b>	2022-2023
<b>Dates:</b>	8 January – 18 March, 2023
<b>Learning Centre:</b>	Italy
<b>Course Number:</b>	MIN2405
<b>ECTS:</b>	5
<b>Language(s) of Course:</b>	Italian
<b>Delivery Method:</b>	Fully Online
<b>Course Time Commitment:</b>	15 hours/week
<b>Lead Teacher:</b>	Howard Culbertson

### Course Description

The course addresses the theory and best practices of pastoral care as a holistic approach for providing guidance, support, and pastoral counselling to the community. It emphasizes essential skills and methods for caring for people's growth and handling personal/interpersonal issues and crises.

### Place in the Curriculum

This course has no required prerequisites, but it has *Interpersonal Communication* and *Human Growth and Development* as preferred prerequisites.

### Intended Educational Outcomes

This course contributes to reaching the following intended educational outcomes of EuNC's curriculum:

Content	<p><i>CN4 Ministry.</i> Students will have specific knowledge necessary for effective ministry in the different areas of the mission of the church.</p> <p><i>CN5 People.</i> Students will have specific knowledge that will equip them to work with people in various circumstances and prepare them to foster community.</p>
Competency	<p><i>CP2 Communication.</i> Students will be able to communicate clearly to people in various ways and different settings, and they will be able to respectfully receive the message of others.</p> <p><i>CP4 Ministry.</i> Students will be able to minister to the various needs of individuals and groups and provide pastoral care to these various needs.</p> <p><i>CP5 Analysis.</i> Students will be able to analyse and address current situations in church and society in a historical, theological, and biblical way.</p>
Character	<p><i>CH3 Commitment.</i> Students will be committed to give themselves as servants to God's mission in this world and commit to their specific ministries.</p> <p><i>CH5 Self-Understanding.</i> Students will accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.</p>

Context *CT2 Cultural Responsiveness.* Students will have sensitivity for different cultural contexts and will be able to minister effectively in and between them.  
*CT3 Stewardship.* Students will have a holistic view on the various responsibilities the church has for this world and its peoples.

### Course Objectives

In order to reach partially or completely the above stated intended educational outcomes, by the end of the course students will be able to ...

1. Outline a biblical and theological framework for pastoral care. (CN5)
2. Identify best practices of pastoral care, and identify counselling tools. (CN4, CP2)
3. Understand the contextual factors (cultural, social, familial, religious) which may cause conflicts and crises. (CP5, CT2)
4. Estimate the implications of being committed in a pastoral care relationship. (CH5, CT3)
5. Develop skills of active listening and seeking the well-being of others. (CP2, CH3)
6. Develop an attitude of shepherding for the wider ministry context. (CP4, CH3)

### Course Requirements

The following requirements are expected of all students:

1. *Participation.* Faithful participation is expected and essential to benefit from this course. Much of your learning will depend on your participation in class assignments, activities and discussions. Also see below for the class participation policy. (This requirement helps students accomplish course objective(s): 1-6)  
 The course will be conducted asynchronously via Moodle. All assignments will be submitted to Moodle forums. To create a learning community, you are required to read all assignments posted by other students and to comment on them. Every week, you must also write at least two substantive response posts of at least 100 words each every to what other students (or even the professor) have submitted to that week's Moodle forums. The response posts could also include reflections from conversations you had that week about course content with your pastor, family members or even other church members. Response posts will receive participation credit for the week in which they are submitted to Moodle.
2. *Reading.* The textbook(s), and/or other materials assigned, need to be read according to the course calendar. (This requirement helps students accomplish course objective(s): 1-6)  
 By Thursday night of each week, you must submit to Moodle a reflection on that week's reading of at least 150 words. The reflections should be your reactions to about ideas and concepts in the reading rather than a simple summary of the reading content.
3. *Pastoral care and counselling plan for the local ministry [Common Assignment].* This assignment should help the student to outline a pastoral care and counselling project in the typical local ministry, connecting context analysis, biblical and theological foundations, and proposals for intervention. The final product should be a 1800- to 2000-word paper, structured as below:
  1. Analysis of the context (case study): socio-cultural characteristics of the neighbourhood, profile of the members of the congregation, people involved and activities already developed

**Commented [MR1]:** Please, define the length of posts. Ex.: a first individual statement, due by every Wednesday, about 150-250 words plus two responses to classmates, due by every Sunday, about 100-200 words.

**Commented [MR2R1]:** As for now, we have just two probable students, so you may reconsider the number of interactions.

**Commented [HC3R1]:** I will be writing some posts in the forums as well. So, they can write responses to me as well as to each other. One student can also write a response post to a response post written by the other student'st.

**Commented [MR4]:** That would require 20 hours of reading learning hours. Is this your intention?

**Commented [HC5R4]:** They have a total of 330 text pages to read. I believe that's 22 hours of reading. That leaves 13 hours to prepare the 9 reading reflections. I've cut them down to 150-words. So everything should first in the 35 hours allotted for the reading requirement.

(from the point of view of pastoral care and counselling), needs and other possible causes of issues and crises.

2. Framework of pastoral care and counselling (reviewing the literature): biblical foundations and models, theological principles to be employed, specific skills requested by the context.

3. Intervention proposals (application): activities to be implemented and remodelled, subjects involved and criteria for results evaluation.

Details of the assignment can be found in Appendix 1. This assignment helps students accomplish course objectives: 1 to 6. **Due date:** Submit to Moodle forum by 18 March

4. *Summary paper on best practices and tools.* Students will be requested to summarize in 1100-1300 words the best practices of pastoral care and the counselling tools they consider the most valuable both from the assigned readings and personal experience. This assignment helps students accomplish course objective: 2. **Due date:** Submit to Moodle forum by 19 February
5. *Supervised pastoral counselling.* Together with your pastor or some other approved person, you will engage in a role-playing situation in which you will be the counsellor and the pastor or other person will play the role of counselee. This requirement is meant to practise counselling skills in a 'controlled environment', where students can engage in role-playing as if it were a real pastoral counselling session. These sessions will be conducted by the guidelines presented in Moodle. After the role-playing situation, the pastor or designated person will give oral feedback and coaching to you. You will then submit a report about 500-1000 words providing the details of the simulated case (age group, issues addressed, etc.), the self-perception of skills demonstrated (attending, active listening, empathy, probing, etc.), and the strategy adopted. This assignment helps students accomplish course objectives: 3 to 5. **Due date:** Submit to Moodle forum by 5 March
6. *Reflection paper "Could I be a pastoral caregiver?"*. 600 to 800-words According to the readings and personal experiences, the students will reflect on which elements they have to consider to properly conduct a pastoral care initiative (ex: personal attitude of active listening, biases and cultural differences that could affect the ministerial relationship, healthy spiritual framework, etc.), and evaluate their attitude to that. This assignment helps students accomplish course objectives: 2 & 4. **Due date:** Submit to Moodle forum by 5 February
7. *Outline a Pastoral Care and Counselling Network.* Each student will have a conversation with one or more ministers in a local context to find out:
  - local structures for caregiving (guesthouse for single mothers, safe houses against domestic violence, hotlines for protection from violence against women, migrants' hospitality, etc.);
  - professionals for legal and administrative issues such as health insurance, referrals from family doctors, etc.;
  - Christian psychologists;
  - Professional counsellors;
  - referred journals to find up-to-date information.
 The student will then prepare a 600-800-words report on the conversation held with the minister(s). This assignment helps students accomplish course objectives: 2, 3 & 6. **Due date:** Submit to Moodle forum by 22 January

### Grade Distribution and Learning Hours

Course Requirements	Percentage of Final Grade	Learning Hours
1. Participation	10%	28 hours
2. Reading	20%	35 hours
3. Pastoral care and counselling plan for the local ministry (Common Assignment)	30%	25 hours
4. Summary paper on best practices and tools	20%	12 hours
5. Supervised pastoral counselling	20%	30 hours
6. Reflection paper	10%	7 hours
7. Outline a Pastoral Care and Counselling Network	10%	15 hours
<i>Total</i>	<i>100%</i>	<i>150 hours</i>

Commented [MR6]: Considering my notes on Participation and Reading, you could rearrange these learning hours.

Commented [HC7R6]: See my reply above about how this 35 hour figure will work.

### Textbooks

Manna, Sergio. *L'ascolto che cura; La Parola che guarisce: Introduzione al counseling pastorale*. Claudiana, 2017. Rough translation: Listening that cures, the Word that heals: Introduction to pastoral counselling

McMahan, Oliver. *Consulenza Scritturale in un mondo secolare: Principi biblici per la cura e la consulenza pastorale*. Scuola Biblical Italiana, 2002. Published English title: *Scriptural Counseling in a Secular World*.

### Additional Resources (available at LC library)

1. Bonhoeffer, Dietrich. *Una pastorale evangelica*. Claudiana Editrice, Torino 1990
2. Marchica, Barbara. *Teologia morale e consulenza pastorale*. Edizioni Messaggero, Padova 2014.
3. Nouwen, Henri J. M. *Il guaritore ferito*. Editrice Queriniana, Brescia 1982.
4. Priolo, Lou. *I presupposti del counseling biblico*. Alfa&Omega, Caltanissetta 2009.
5. Guarinelli, Stefano. *Psicologia della relazione pastorale*. Edizioni Dehominiane, Bologna 2008.

## Course Calendar

<i>Week</i>	<i>Course Outline</i>	<i>Reading/Assignments</i>
Week 1 Starts 8 January	Introduction to Pastoral Care and Counselling: - Recall the theological themes of Christian love, compassion and communion as a foundation for pastoral care. - Define the boundaries between the theological and psychological approach of pastoral care.	<i>Reading:</i> - McMahan, pp. 11-47 - All Moodle posts  <i>Assignments:</i> - Text reading reflection - Two response posts
Week 2 Starts 16 January	Foundations of Pastoral Care and Counselling (biblical, historical and theological): - Articulate a biblical framework for pastoral counselling. - Correlate the Scripture knowledge, the spiritual practices and theological reflection to a holistic experience of pastoral care and counselling.	<i>Reading</i> - McMahan, pp. 49-83 - All Moodle posts  <i>Assignments</i> - Text reading reflection - Paper: Outline a Pastoral Care and Counselling Network - Two response posts
Week 3 Starts 23 January	The profile of a pastoral caregiver and counsellor: - Interpret student's personal history, including biases and cultural differences and how these could affect the ministerial relationship. - Perceive the need for self-disclosure and the maintenance of appropriate pastoral boundaries.	<i>Reading</i> - McMahan, pp. 87-124 - All Moodle posts  <i>Assignments</i> - Text reading reflection - Two response posts
Week 4 Starts 30 January	- The person of the pastor and his or her formation - The pastoral counsellor - Assess the risk of personal/interpersonal issues and crises and find resources to directly respond or to forward to a professional counsellor.	<i>Reading</i> - McMahan, pp. 125-163 - All Moodle posts  <i>Assignments</i> - Text reading reflection - Paper: "Could I be a pastoral caregiver?". - Two response posts
Week 5 Starts 6 February	- Apply practices of pastoral care for the demands of the local ministry context. - Assume a comprehensive approach of pastoral ministry to embrace a wider local context.	<i>Reading</i> - McMahan, pp. 165-200 - All Moodle posts  <i>Assignments</i> - Text reading reflection - Two response posts

Week 6 Starts 12 February	The (inter)actions of a pastoral caregiver and counsellor: - Illustrate the best practices of pastoral care and the basic theory of pastoral counselling. - Plan strategies of pastoral intervention in a crisis.	<i>Reading</i> - McMahan, pp. 201-240 - All Moodle posts  <i>Assignments</i> - Text reading reflection - Paper: Best practices and tools - Two response posts
Week 7 Starts 20 February	- Pastoral visits: Conversations with the sick, the dying, the indifferent and those struggling with temptations	<i>Reading</i> - Manna, pp. 7-42 - All Moodle posts
Week 8 Starts 27 February	- The balance of law and gospel in the care of souls - Pastoral care for couples and families - Discovering the presence of God in suffering	<i>Reading</i> - Manna, pp. 43-78 - All Moodle posts  <i>Assignments</i> - Text reading reflection - Report: Supervised pastoral counselling. - Two response posts
Week 9 Starts 6 March	- Pastoral counselling in multi-cultural contexts - Pastoral counselling in crisis situations	<i>Reading</i> - Manna, pp. 79-108 - All Moodle posts  <i>Assignments</i> - Text reading reflection - Two response posts
Week 10 Starts 13 March	- Improve a sustainable and healthy framework for pastoral care and counselling. - Develop student's identity as a pastor (and counsellor) within the local setting.	<i>Reading</i> - All Moodle posts  <i>Assignments</i> - Paper: Pastoral care and counselling plan for the local ministry [Common Assignment].

The teacher has the right to make changes in the course calendar and due dates (within the course duration) if necessary.

#### **Academic Integrity**

"Honesty in all academic endeavours is vital as an expression of the Christian life. It is required that students at European Nazarene College will not participate in cheating, plagiarism (using someone else's words and ideas without giving credit to the original source), fabrication, or other forms of academic dishonesty (for example, working in groups when individual work is required or handing in similar assignments to different courses).

It is the student's responsibility to learn the appropriate methods of citing the sources they have used. Guidelines are provided in ACP1000 EuNC Orientation.

Any student who knowingly assists another student in dishonest behaviour is equally responsible.

Academic dishonesty is a serious ethical violation of academic integrity. The **minimum** penalty for academic dishonesty will be failure of the assignment. At the discretion of the teacher and the LC Committee, more stringent measures may be applied, including failure of the course, academic probation, or academic suspension" (EuNC Academic Catalogue).

### **Language Proficiency and Academic Style**

"As a general rule, 10% of the grade for all written assignments is based upon language use: proficiency in grammar and spelling, as well as the ability to communicate clearly" (EuNC Academic Catalogue).

It is expected that students will follow the academic style adopted by their Learning Centre (please review ACP1000 EuNC Orientation) as they complete written assignments.

### **Class Participation**

"Education at EuNC is more than just learning facts – it is that, but also involves the building of character, deepening one's walk with Christ, and building skills for life and ministry. In order to achieve these goals, students are expected to actively participate in their classes. For in-class courses or those utilizing video conferencing, this means both being in attendance of those sessions and actively being a part of the discussions. For online classes, this means connecting to the course regularly during the week and keeping up with the forums and assignments that have been developed.

If a student is unable to attend a class session or connect to the online component of their course, they need to communicate with the teacher, as much in advance as possible, to explain the reason (illness or other unavoidable circumstances) and make up the work accordingly.

For an online or hybrid course, how often the student needs to connect to the course content each week and what constitutes that (logging in, watching a video, responding to a forum, etc.) will be defined in the specific attendance/participation requirements of the course. This will define the students' attendance/participation expectations.

Penalties may be assigned by the teacher for not meeting attendance/participation expectations. These specific penalties will be indicated in the syllabus.

### **Late Submission of Assignments**

All course requirements should be submitted to the proper Moodle forum before the final due date and hour. For work that is submitted late, 10% of the possible grade will be deducted for each day it is late. Thus, any work submitted after 10 days will not be eligible to earn any points.

"The teacher has the freedom to give students extensions if they approach the teacher in time with valid reasons" (EuNC Academic Catalogue).

### **Intellectual Property**

"All teacher created syllabi are the property of EuNC. Other institutions may use material and components of courses after permission has been asked of the Rector of EuNC, and with the acknowledgement of EuNC as the source." (EuNC Academic Catalogue).

**Course Evaluations**

"Part of the requirements for every course is that students complete the student course evaluation. The aggregated student evaluations, as well as course data, may be used by the faculty member, LC administration and/or general administration of EuNC for ongoing assessment of the college" (EuNC Academic Catalogue).



## **Appendix 1: Pastoral care and counselling plan for the local ministry [Common Assignment]** Instructions

This assignment should help you to outline a pastoral care project in the typical local ministry, connecting context analysis, biblical and theological foundations, and proposals for intervention. After you have done your initial research, select your approach to this assignment by selecting a specific aspect/topic for which you will build your project. The final product should be a 1800 to 2000-word paper, structured as below:

**Introduction** - the purpose of the Introduction (which is the last part to be written) is to announce to the reader what the paper is about, providing a background to the topic and an overview of the parts that will follow. In this specific case, you should specify whether it is a project that concerns your local community or another church, whether there are activities already ongoing or whether it is a new proposal. This should be followed by a brief presentation of the three parts that make up the paper.

**1. Context analysis (case study)** - In this first section, you should present the context for which you will develop the project. This is a more descriptive section in which you will present:

- The socio-cultural characteristics of the context [suburb or town or neighbourhood or wider region] in which the local church is located (average age, estimated economic level, ethnic groups, other religious traditions; found in census data, city statistics, etc), to highlight the focused-ministers and professionals (social workers, psychologists, occupational therapists, etc.) who could be involved in the activities;
- the same information will have to be found about the members of the local congregation, to be able to highlight later the correspondence between the members and the ongoing activities;
- which persons are involved (ministers and laypeople) in pastoral care and counselling activities;
- the activities already developed (e.g. premarital courses, prison visits, individual counselling sessions, chaplaincy, etc.),
- your perception about the needs (material and spiritual) and other possible causes of problems and crises (relationship, family, work), both in the local congregation and its neighbourhood.

This first part aims to help you perceive the reality in which a pastoral care and counselling project is (or could be) developed.

**2. Framework of pastoral care and counselling (reviewing the literature)** - The second section is the part in which the questions raised by the context will be confronted both with the Scriptures and the theoretical-methodological approach proposed by the course. For this reason, you are expected to reflect on the biblical foundations of pastoral care and to identify the biblical models most appropriate to the local reality. Depending on the elements highlighted by the previous analysis, you could explore specific theological themes (e.g. youth ministry, care of the elderly, support for prisoners, hospital visits) and also highlight the skills required to counsel in the above situations.

**3. Proposals for intervention (application)** - The last part of the project will appoint possible solutions to what has been highlighted in the context analysis, focusing on one or more needs, and supported by a solid biblical and theological framework. In particular, you can suggest activities to be carried out (not yet present) or integrate those already in progress with insights resulting from the analysis of the context (1) and the theoretical reflection (2) carried out. It will be relevant to mention who should be involved (ministers and laypeople) and any supporting professional figures (specialised counsellors, social workers, etc.). The proposal should integrate a description of the criteria for evaluating the activities, so that feedback can be gathered from those involved (pastoral caregivers, local congregation and neighbours).

Conclusion - the purpose of the Conclusion is to summarise the main findings of the previous parts and leave space for your reflection on what you have learned in the development of the project.

Bibliography - the bibliography concludes the work. All works (at least four sources) used in the development of the project, especially for reviewing the literature, should be cited in a correct bibliographic form. It may be composed of course textbooks, additional resources and reliable online sources. If you need help with resources or books on specific topics, ask the teacher or your pastor.

**Appendix 2: Pastoral care and counselling plan for the local ministry [Common Assignment]**

## Grading Rubric

	<i>Excellent to Good Work</i>	<i>Adequate to Poor Work</i>	<i>Unsatisfactory Work</i>	<i>Total</i>
Context Analysis	The work reflects excellent contextual analysis. The student appropriately highlights the characteristics of both the context and the congregation plus personal insights.	The work reflects satisfactory contextual analysis. The student highlights the characteristics of both the context and the congregation without mentioning his/her personal perception.	The work reflects poor contextual analysis. The student refers to the characteristics of both the context and the congregation very superficially.	
Points	25 – 20	19 – 15	14 – 0	
Reviewing the literature	The review shows excellent understanding and use of biblical foundations for pastoral care and counselling. It highlights the required skills considering the previous context analysis.	The review shows a good understanding and use of biblical foundations for pastoral care and counselling. It highlights partially the required skills considering the previous context analysis.	The review shows a lack of understanding and use of biblical foundations for pastoral care and counselling. It does not integrate the required skills considering the previous context analysis.	
Points	30 – 24	23 – 18	17 – 0	

Proposal for intervention	The proposal for intervention is a clear response to the analysis of the context. It integrates properly the biblical and theological foundations for pastoral care and counselling. It points to possible implementations strategically developed.	The proposal for intervention partially responds to the analysis of the context. It integrates well the biblical and theological foundations for pastoral care and counselling. It points to some implementations not fully planned.	The proposal for intervention does not consider the analysis of the context. It integrates superficially the biblical and theological foundations for pastoral care and counselling. It points to some implementations, but without a plan of action.	
Points	35 – 28	27 – 21	20 – 0	
Language Proficiency and Academic Style	1% or less of grammar and/or spelling errors, in relation to word count. Demonstrates ability to communicate clearly. Correct formatting.	2% or less of grammar and/or spelling errors, in relation to word count. Could communicate more clearly. Essentially correct formatting.	More than 2% of grammar and/or spelling errors in relation to word count. Not communicated clearly. Flawed formatting.	
Points	10-8 points	7-6 points	5-0 points	
Grand total of points				

**Additional comments (areas in which the student did well and where he/she can improve):**