Course Description and Outcomes

*Congregational Care* introduces students to practices of care and counseling, with ethical consideration to stylistics, referral opportunities, and community-building for the congregation as well as for the larger contextual community, where the church is called to exist. Students will participate in active reflection and engagement in such a way as to:

*Students will be able to:*

1. Implement and oversee appropriate care in various locations, such as in hospitals, prisons, extended care facilities, environmental settings, and in homes.
2. Create and maintain caring ministries within the congregation that are sustainable and healthy.
3. Pastorally discern and equip the congregation with a good sense of appropriate boundaries, building a network of community support.
4. Utilize reflection to enhance sensitivity around care and counseling, through class presentations that highlight issues for best practices, from your local congregational experiences. (See guidelines, below, for maintaining anonymity and respect for real life stories you will retell, in part, for class discussion and learning.)

**Required Textbooks**


**Supplementary Reading for class discussion.** (See instructions, below.)

**Class Expectations and Grading**
You are expected to attend class sessions, in their entirety. Grades will be assessed by

- Precourse writing assignments: 30%
- Class participation: 20%
- Class presentations: 30%
- Final Reflection Project: 20%

These readings and engaged opportunities for writing, presenting, and reflecting together as colleagues provides a wonderful opportunity for your own ministry, pastoral identity, and educational pursuits. Please use this course as such and we, as a classroom community, will all benefit, greatly.

**Precourse Assignments**
Prior to class, read all three books and write 5 - 6 pages in response (15 minimum total pages) that are due by May 4, 2015. I will add comments in the text of your assignments and return them to you the day before our first class meets.

Your **precourse written reflections** should address the following:
1) Specific learning you gained that you find challenging, useful, or clarifying in some way, with appropriate citations to text, ideas, or themes presented;
2) Critical notes about what you think is not useful, realistic, or on target for your ministry/community context, if applicable;
3) Questions raised in general about further research or natural curiosities you may pursue (read works cited in text, itself, and footnotes for clues), including journal articles you may find (just list, if so) that you would like to commend to your classroom colleagues.

**Class participation** is crucial for a fun and supportive learning environment! When I facilitate groups in my pastoral counseling practice, I emphasize a PICS model that sets the stage for good engagement:

P = **Presence**, it’s important, for the sake of the group to be present with one another in session, paying attention, showing up on time, and being accountable to the group. Not distracted by cell phones, etc.

I = **Insight**, in a way that shows you are doing your deeper work of reflection for growth. One of the beautiful attributes that comes with participation in a learning group like this is that you overhear interactions and participate in interactions that keep you thinking about how, ever more authentically, you are striving to show up in your own contexts. This learning group shall be insight oriented.

C = **Curiosity** that helps you hear yourself and one another, without judgment, without running interference in a way that tries to "fix" or "halt" or "negate" what you or someone else thinks, feels, or says about some aspect of theoretical, methodological, or contextual experience. Leading with curiosity keeps the conversation going in a way that facilitates growth and change, in time.
S = Support that often is best expressed by implementing all the above. While this is not a support group for therapy, it is a supportive group for learning that is focused on ways to enhance our knowledge and skill sets as congregational caregivers.

There will be 2 opportunities for class presentations. On the first day, we will cover the three books you read, prior to class. On the morning of the second day, you will each take turns presenting a chapter you have selected for your own learning purposes from the Clinebell book. You will summarize that chapter, providing key points and leading discussion. It is okay if more than one of you select the same chapter because you will engage the contents through your own specific lens of congregational life/care, and the specific issues you highlight for greater insight. On the third day, each of you will go a little deeper with a specific case study. You are welcome to talk about a pastoral sermon, or conversation, or a role-play, or a video or website you have prepared ahead of time.

Please keep in mind that it is important to leave out various information that would identify specific persons. If you present a verbatim, describe only the demographics that are useful to raise nuanced awareness for the group, but make up names and places or only use initials in your presentations. If you have a verbatim, bring enough printed copies for your classroom colleagues. You will, of course, collect those after your presentation and destroy, appropriately.

It is crucial that no harm happen through mishandled, confidential information.

It is possible for you to prepare how you will make two class presentations in the two weeks prior to class meetings, once you have submitted your 15 minimum pages to Michelle Levan on May 4. I suggest you DO NOT finalize your work on your class presentations until after you have read and written about the three assigned books for reading. Your presentations should take into consideration the learning you gained from engaging with those specific texts. We will be in a “smart classroom,” so it is possible that your presentations can be enhanced, utilizing technology in creative ways.

Your final reflection project will be due within the next two weeks (June 1st), after the classroom community has dispersed. Please submit another 5 page paper that summarizes what you have learned, or create an annotated bibliography from readings you have collected, or submit a sermon from what you gained in the course, or create a different verbatim, film, or website than one you presented in class. I will discern how best to file share, as appropriate, so that the classroom community continues to gain insight from your final project learning.

Guidelines for Written Assignments

• All papers should be typed, double-spaced, on 8½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
• All papers must include a page number and the last name of the student in either the header or footer of every page.
• You should note the question you are answering at the beginning of each new section of materials.
• All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
• Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
• All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.
**Inclusive Language Covenant**
The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.

**Directions to Email Precourse Assignments**
Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu your precourse assignments, do not email assignments to the instructors. You are encouraged to email the instructors questions about the assignments.
2. Email must be received no later than 11:59pm on the deadline of May 4th.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. The following deduction apply only to the attending the summer three-week session. Any precourse work received after May 4th at 11:59pm will be subject to a late penalty.
      • Precourse work received between May 5 – May 10 is 1 letter grade deduction.
      • Precourse work received between May 11 – May 13 is 2 letter grade deductions.
   c. All students will be drop from any course for which precourse work has not been received by May 13th. No precourse work will be accepted at check-in.
3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
   a. You will need to send a separate email for each course you are registered to attend.
4. Precourse work must be sent as an attached document and not in the body of the email.
   a. Any version of Microsoft Word will be accepted; PDF, Word Perfect, and Mac-Pages documents will not be accepted. If you are using another type of word processing program please convert your document to a version of Microsoft Word before sending.
   b. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example
6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in
the body of the email, verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.

Plagiarism Policy - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.

Plagiarism Defined: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED! You will receive a confirmation of receipt within 24 hours or notice to resubmit following the process.