Course Description and Outcomes
This course introduces students to practices of congregational care and the pastor’s responsibility in caregiving.

Students will be able to:
1. Implement and oversee appropriate types of care in varieties of settings, including prisons, hospitals, nursing facilities, and homes.
2. Organize caring ministries within the congregation.
3. Discern and implement appropriate boundaries, knowing when and to whom to refer people, and when and when not to share information.
4. Reflect on and practice skills of sensitive caregiving, using role-play and analysis case studies.

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
- Pre-course writing assignments, 30%
- Class participation, 20%
- Class presentations, 30%
- Final Reflection Project, 20%
**Precourse Assignments**
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.

Prior to class, read all three books and write 5 - 6 pages in response (15 minimum total pages). Please write in Word electronic file so I can add comments in the text to return to you the day before our first class meets. Use the Hoeft, Jung, and Marshall book to introduce your context for ministry, comparing and drawing from the themes of their text. Use the Wimberly book to address the greater context of your community with regard to racial difference and diversity, analyzing the historical and present day realities in a way that Wimberly helps you do. Consider the import of providing pastoral care to African Americans in your pews and in your congregation. What difficult dialogues could be useful? Use the Webb text to discuss critical and skillful ways in which you are thinking about providing pastoral care. What from this text is helpful to you?

Here is a source for you to use as you write your papers:
https://www.libraries.psu.edu/psul/researchguides/citationstyles.html

It is important to cite your work. Even summarizing someone else’s ideas, you must give credit where credit is due. Please have someone else proofread your work. I would rather grade for content and expect you should have most editing working completed before you turn in your papers. (See how distracting it can be to have an unedited sentence in the mix of your text?)

After I receive your papers, I will send some comments back to you before we meet for class. Be prepared, as well, by looking through the Blackboard site and write three comments on three articles. Additionally, you will make a presentation in class that uses material you have read in the text or on the Blackboard site, in discussing a case you will present about a pastoral care issue or concern. You may find the following example of a verbatim to be useful to prepare ahead of time:

In the above example, the chaplain uses a sniper of conversation. You do not have to make your verbatim be this long, but if you could capture the key ideas expressed in conversation, it would be useful for class discussion and learning. In your summary comments, try to cite key ideas from the texts we have read to demonstrate engagement with the material.

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.**
After April 1, when the on-line classes are posted, watch and participate in each online segment. Based on your learnings from the on-line course work, review your papers and make any edits or corrections that might strengthen your work. If you do not have a Blackboard User ID please contact the COS Office to request one at courseofstudy@emory.edu.

Your final reflection project will be due within the week, after the classroom community has dispersed. Please submit another 3-5 pages that summarizes what you have learned, or thought through more deeply.

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, 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.

**Guidelines for Written Assignments**

- All papers should be typed, double-spaced, on 8 ½” 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 courseofstudy@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 June 1st.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after June 1st at 11:59pm will be subject to a late penalty.
      • Precourse work received between June 2 – June 30 is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received after June 30th. 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 223
   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. If you have five paper assignments for one class, combine all assignments into one paper before sending. You should send only one attachment per-class with all course assignments; emails sent with multiple documents will not be accepted.

5. Your FULL name, phone number, and email address should be included in the body of your email.

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.