Providing pastoral care is one of the fundamental jobs of the local pastor. While there are particular relational skills along with a knowledge base that can be learned and mastered to help with the practice of congregational care, the most crucial requirements are a grounded and genuine faith, authenticity, a desire to care and low anxiety. All churches are distinctive and rural congregations differ from urban ones, however the human need for caring relationships and life meaning is universal. The local pastor is perceived as the theologian-in-residence who can assist congregation members in making sense of loss and grief in a broken world and celebrating redemption and resurrection in daily life. Through ritual, scripture, deep and discerning listening, compassion and guidance the pastor seeks to care for the congregation under their responsibility.

**Course Description and Outcomes**
This course introduces students to practices of congregational care and the pastor’s responsibility in caregiving. This course focuses on developing the student’s competency as a provider of pastoral care for the local congregation and familiarizing them with some of the basic understandings essential to being an authentic pastoral presence in their daily work.

_Students will be able to:_

1. Implement and oversee appropriate types of care in a variety 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 of case studies.
5. Practice good listening and model good relationship skills.
6. Understand the basic dynamics of some commonly experienced pastoral concerns encountered in congregations.
7. Recognize the theological dimension woven into the everyday.
8. Become more confident in themselves as pastors and care providers.

**Required Textbooks**

**Recommended Textbook**
**Class Schedule**

**July 10**
**Monday**
Self Introductions and Formation of Learning Teams
The Gift and Grace of Listening Well
The Importance of Context and Place
Assumptive Worlds That Define Us

**July 11**
**Tuesday**
Listening Skills – When, Where and How
Charles Taylor – *The Skilled Pastor*
Job Description for Care Givers and Care Receivers
Sarah Butler – *Caring Ministry*
Becoming a Differentiated Self and Pastor
Systems Theory – Murray Bowen

**July 12**
**Wednesday**
Boundaries – *Saying No to Say Yes* Instructor – Skip Johnson
Hospital Visits
Role Play – The Harveys, Janet and Devon

**July 13**
**Thursday**
Crisis Care – From Victim to Survivor to Thriver
Developmental and Situational Crises
ABC method

**July 14**
**Friday**
Aging and Wisdom People
“Young At Heart” - film

**July 17**
**Monday**
Grieving and Depression, Suicide
Role Play – Mr. Benny and Ms. Margeret

**July 18**
**Tuesday**
“Ministering From A Balanced Life”
Wellness Wheel Activity
- Social
- Support Network
- Intellectual
- Curiosity, Life Long Learning
- Physical
- Nutrition
- Emotional
- Financial
- Spiritual

Stress, Burn Out, Loneliness and other risks of being a pastor

Take-Aways From Class. What we have gained that will assist us in our work.
Pre-Class Assignments

These four pre-class assignments should be emailed to amy.elizabeth.walker@emory.edu by June 1 in one Word document with each assignment clearly marked within the document.

PRE-CLASS ASSIGNMENT #1: What do you consider necessary in order to offer competent pastoral care? What area of pastoral care creates the highest level of anxiety for you? (1 – 2 pages)

PRE-CLASS ASSIGNMENT #2: Write reviews of TWO of our textbooks from those either required or recommended for the class. What did you like or what was helpful? What ideas would you like to talk about further in class? (3 pages for each review)

PRE-CLASS ASSIGNMENT #3: Provide a description of the church or setting that you currently serve. (2 pages)

PRE-CLASS ASSIGNMENT #4: Write a case study describing a time when you offered pastoral care. This should be descriptive (telling who, what, where, when and how). You will re-visit this particular case for a post-course analysis so be sure to provide details that will be helpful to the reader (me!) in understanding the context of what was happening. We’ll talk about the post-class assignment during the course. (4 – 5 pages)

In-Class Assignments

Each day the class will conclude by asking you to note one, two or three “take away” insights or thoughts that came to you during our time together. These will be written in class and handed in to the instructor. These will be brief (one or two sentences each) but will help your instructor know what is working and what you are finding important.

How Your Final Course Grade Is Determined

35% Pre-Class Assignments
40% Class Participation, In-Class Assignments & Attendance
25% Post-Class Assignment

COS Grading Scale

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<th>Grade</th>
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Your Instructor

Skip Johnson is a United Methodist Elder in the North Georgia Conference. He served local churches in Texas and Georgia for 17 years. He has also been the clinical training director for the Care and Counseling Center of Georgia and taught on the faculty of Columbia Theological Seminary. He began teaching pastoral care courses with the Course of Study at Candler in the 1990’s and has thoroughly enjoyed his work with local pastors. If you need to directly contact Skip his email is: skipj@mindspring.com

Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: https://owl.english.purdue.edu/owl/resource/747/1/

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 participation 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 Pre-Class Assignments**

**DEADLINE** – Email must be received no later than 11:59p.m. EST on June 1, 2017. Pre-class work received after the deadline will be subject to the late penalty schedule below:
- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
- Students who have not turned in pre-class work by June 15 will be dropped from the class.

**EMAIL SUBJECT LINE** – The subject of your email should be “Pre-Class Work – COS 323”

**THE EMAIL** – Your full name, phone number, and email address should be included at the beginning of your email. Pre-class work must be sent as an attachment and not in the body of the email.
- Only Microsoft Word documents will be accepted.
- All assignments for each class must be in one document. You should send only one attachment with all class assignments; emails sent with multiple documents will not be accepted.

**PLAGIARISM** – The “Plagiarism Policy” and “Plagiarism Defined” paragraphs below (in red) must be included in the body of your email, not within your pre-class 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.

**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.

You will receive a confirmation of receipt within 72 hours of submitting your pre-class work.