All precourse assignments should be emailed to the Course of Study Office by May 1, 2013.

Course Description
This course focuses on the pastor’s understanding of human nature with attention to methods and skills in pastoral care and counseling. Students participate in an assessment of their personal interactive styles.

Course Objectives
1. Examination of basic styles and types of pastoral care and counseling
2. Analysis of pastoral-care experiences through such methods as case studies, verbatim, incident reports, and tapes
3. Practice in the skills of pastoral care and counseling with classes, feedback, and appropriation of insights gained
4. Focus on the counseling process from initial contact to completion, including referral as appropriate
5. Formation of pastoral theology through reflection on the uniqueness of the pastoral dimensions of care and counseling
6. Sensitivity to the life situations and relationships of individuals receiving care and counseling

Required Textbooks
You are required to read the following three texts in preparation for class.

Class Expectations and Grading
It is expected that you will attend all of the class sessions. Grades will be based on the following:
- Precourse assignment: 50%
- Verbatim: 20% (this is based on how well you are able to discuss your work)
- Class Participation 30%

Precourse Assignments

ASSIGNMENT PART ONE: DUE IN THE COURSE OF STUDY OFFICE BY MAY 1, 2013
This assignment is to help you work with these books and the learnings in them at some depth before the Course of Study classes. There will be assignments during the COS session, but no exams. The precourse assignments count for about 40% of your grade. Please read carefully through these two pages before you begin.

1. Write three pages on each text. In each paper, respond to the text in terms of its impact upon you and your pastoral identity. Use the following questions as a guide for your reflection. What is important here is your response. This is NOT a book report.
   a. What were the most stimulating insights/discoveries/answers/new thoughts/etc. that you came across as you read?
   b. In Dialogue with the author, what would you ask them and from the book how would they answer the question. What did you find difficult to understand or to integrate in your personal theology.
   c. Did the readings touch on any particular area of pastoral care/counseling that raise any personal issues in your life? If so, why do you think this is so? (Examples - some persons find dealing with the elderly difficult, for others it is dealing with issues of death, for others it might be sitting with couples with marriage struggles.) What are the areas that are most difficult for you?
   d. What of the book was most helpful? What was least helpful? What other issues would you have like to have been covered? What areas of pastoral care and counseling do you need to do more study on?
2. Write a one-page summary of your current ministry summary. Use insights from your reading in your description.
ASSIGNMENT PART TWO: The following precourse assignment is due the second class session July 23, 2013. This due date is not negotiable, as we will be looking at these papers in class.

Write a three page paper describing a current or recent pastoral encounter in which you are providing or have provided pastoral care or counseling to a parishioner and/or parishioner family.

Your greatest learning arena will most likely come in an encounter which left you with questions and/or concerns—in which you did not feel particularly “successful.” Describe an encounter in which you find the potential for your greatest learning. Make your descriptions concise. You will be graded on how well you are able to discuss your work, and not on the outcome of the situation. Use concepts and/or ideas from the books you have read. If you use significant concepts, be sure you cite the reference.

Use the following outline to guide your writing.

I. Pertinent Description of Parishioner and/or Family
   a. May include race, age, marital status, family description, history in church, vocational history, socio-economic context, pertinent medical/psychological history, etc.
   b. Information that offers a description of who the person(s) is. It is okay if you do not know all of the above information or if some of it is not relevant.
   c. Do not use the names of the persons involved—you may use pseudonyms or initials.

II. Description of Presenting Problem
   a. What issue brought this person(s) to you; what is the problem.

III. Initiation of Pastoral Relationship
   a. How was the pastoral relationship initiated? What prompted the pastoral care?

IV. Description of the Pastoral Event
   As closely as you can, write a verbatim of the encounter with the responses numbered and designated. **This is not to be a transcript of a recorded session.** Include your thoughts and reactions in parentheses.

   EXAMPLE:
   
   Pastor 1: Hello, BJ, how are you today? (I am tired today)
   BJ 1: Oh, OK, I guess. (She looks really sad)
   P2: What seems to be the trouble?
   BJ2: Well, it’s a long story— (Do I have enough time to listen?)

V. Reflection
   a. How do you feel about what happened? What pastoral ministry took place?
   b. What opportunities were missed?
   c. What material from the texts you read is helpful as you assess this pastoral counseling relationship? How is it helpful?
   d. What theological themes, images, Biblical stories or constructs help you to understand what was going on in this relationship? What is your theological understanding of where this parishioner is struggling in his/her life?
   e. What did you learn from this experience? What issues remain for you?

**DIRECTIONS FOR EMAILING PRECOURSE WORK**

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, do not email the instructor your assignment.

2. Emails must be received no later than 11:59pm on the May 1, 2013 deadline.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
      1. Precourse work received between May 2 – June 1 is 1 letter grade deduction.
      2. Precourse work received between June 2 – June 20 is 2 letter grade deductions.
      3. You will be dropped from any course for which precourse work has not been received after June 20, 2013. No precourse work will be accepted after the June 20th deadline.

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 or WordPerfect documents will be accepted; PDF and Mac-Pages documents will be accepted.

b. All of your assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with course all assignments.

5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email:
   Example: Michelle Levan
             404.727.4587
             michelle.levan@emory.edu

6. **Plagiarism Policy and Plagiarism Defined** paragraphs 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. 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 cover sheet for your precourse work, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition, and your contact information.

   **Plagiarism Policy**
   I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given. I have also made copies of this assignment and I will bring them with me to class in the event that any of my work is misplaced.

   **Plagiarism Defined**
   “You plagiarize when, intentionally or not, you use someone’s words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow. When accused of plagiarism, some writers claim I must have somehow memorized the passage. When I wrote it, I certainly thought it was my own. That excuse convinces very few.” From page 167 of The Craft of Research by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, published in 1995 by The University of Chicago Press in Chicago.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED!!!!!!!