Course Description
This course explores the caring presence and actions of the pastor as a form of spiritual leadership and formation. Skills of effective pastoral care are presented and practiced, including effective listening and response, awareness of cultural differences, timely intervention, and appropriate referral. Students are encouraged to reflect on their personal strengths, their need for growth in developing relational skills, their self-care, and the development of personal spiritual practices—all in the context of the community of faith.

Course Objectives
- Developing the pastor’s identity as a spiritual leader and caregiver, with emphasis on the need for continuing spiritual and professional growth
- Instruction, practice, and feedback in basic communication skills, including verbal and nonverbal communication
- Examination of basic methods for dealing with developmental issues and life crises, including when and how to refer a person to other sources of assistance
- Exploration of ethical issues, including confidentiality, personal and professional boundaries, and the pastor’s legal responsibilities
- Introduction to a Wesleyan understanding of spirituality and spiritual practice

Required Texts
IMPORTANT INFORMATION TO READ PRIOR TO WRITING YOUR ASSIGNMENTS:

- Please go to: http://owl.english.purdue.edu/owl/resource/685/02/, read about the different types of academic writing. After you have written your pre-course assignments, please go back over your work and edit with the academic writing guidelines in mind.
- Your written works are not sermons. Please do not use declarative, truncated or persuasive language.

Precourse Assignments

Assignment A
Submit a reading interaction of approximately 4 pages on each of the required readings. (A sample reading interaction template is provided for your note keeping as you read.) You should write a brief summary (try to limit yourself between three and four paragraphs), in your own words, about the contents of the text you read, and respond to the following questions:

- What are the three most significant lessons that you derived from the material?
- What are some theological and/or pastoral implications of this text to the ministry of evangelism?
- What are some subjects and themes mentioned by the text that cause some concerns and/or bring up questions for future studies and reflections on the text?

Assignment B
In five to eight pages, write a 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 (sections I-III are to be 2 pages in length)

- May include race, age, marital status, family description, history in church, vocational history, socioeconomic context, pertinent medical/psychological history, etc.
- 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.
- Do not use the names of the persons involved—you may use pseudonyms or initials.
II. Description of Presenting Problem
What issue brought this person(s) to you; what is the problem.

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

IV. Description of the Pastoral Event (please limit this section to no more than 3 pages)
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. With the 3 pages limit you may only cover 15-20 minutes of your conversation; 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 (this section is to be one page in length)
How do you feel about what happened? What pastoral ministry took place?
What opportunities were missed?
What material from the texts you read is helpful as you assess this pastoral counseling relationship? How is it helpful?
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?
What did you learn from this experience? What issues remain for you?

Course Grading
Your grade on your submitted work will reflect the guidelines on the COS website: http://www.candler.emory.edu/programs/cos/policiesandprocedures.cfm#grading

Assignment A  30%
Assignment B  20%
Class participation  20%
Final Exam  30%
READING INTERACTION TEMPLATE

Book, chapter or article title: ____________________________________________________

Author’s name: ___________________________________________ Rating (1-10): _______

I. Write a brief summary, in your own words, about the contents of the text you read. Try to limit yourself between four and six lines (or 3-4 paragraphs in your final written submission).

II. What are the three most significant lessons that you derived from the material?
(1)

(2)

(3)

III. What are some theological and/or pastoral implications of this text to the ministry of spiritual formation or pastoral care?
(1)

(2)

(3)

IV. What are some subjects and themes mentioned by the text that cause some concerns and/or bring up questions for future studies and reflections on the text?
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 michelle.levan@emory.edu, do not email instructors precourse assignments.

2. Email must be received no later than 11:59pm on the deadline of May 1st.
   
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   
   2. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
      
      - Precourse work received between May 2 – June 1 is 1 letter grade deduction.
      - Precourse work received between June 2 – June 20 is 2 letter grade deductions.
      - You will be drop from any course for which precourse work has not been received after June 20th. 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
   
   - 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.
   
   - Any version of Microsoft Word will be accepted; PDF and Mac-Pages documents will not be accepted.
   
   - 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.

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!