Please submit the requested assignments (A) via email to the COS office by May 5, 2014

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 Textbooks

Precourse Assignments
All three books must be read prior to the first class. Read them in this order: 1. Taylor – The Skilled Pastor 2. Butler – Caring Ministry 3. Stairs – Listening for the Soul

Please prepare and email assignment A to the COS OFFICE by May 5, 2014. Assignments B and C must be brought with you to class at our first meeting and turned in at that time (May 16th). Any papers whose length is less than the required number of pages will experience an automatic lower grade regardless of the quality of the content.

A. After reading The Skilled Pastor write a 5-6 page paper that includes the following: 1. Ideas and insights that I really liked and which I believe will assist me in my ministry. 2. Ideas and insights that I found difficult or with which I disagreed (tell me your reasons and why). 3. Ideas and insights
I would like to explore further. 4. Your critical evaluation of the book. What was good. What was not so good. If you met the author, what would you want to ask or share with him?

B. After reading *Caring Ministry* write a 5-6 page paper noting the following: 1. Ideas and insights that I really liked and which I believe will assist me in my ministry, 2. Ideas and insights that I found difficult or with which I disagreed (tell me your reasons and why). 3. Ideas and insights I would like to explore further. 4. Your critical evaluation of the book. What was good. What was not so good. If you met the author, what would you want to ask or share with him?

C. After reading *Listening for the Soul* write a 5-6 page paper noting the following: 1. Ideas and insights that I really liked and which I believe will assist me in my ministry. 2. Ideas and insights that I found difficult or with which I disagreed (tell me your reasons and why). 3. Ideas and insights I would like to explore further. 4. Your critical evaluation of the book. What was good. What was not so good. If you met the author, what would you want to ask or share with her?

**Grades, Class Attendance and Due Dates**

You are graded on the basis of the completeness of your assignments and your demonstrated ability to reflect upon the readings and how they speak to your work in ministry. Class attendance is required for all meetings during our time together. **Work is due on the stated dates.** Late work will be penalized. Emory University places certain expectations upon me to provide evaluations of the work you will carry out for this class. These evaluations take the form of grades. You class grade may have little correlation to what you gain from the course but will nevertheless be a necessary and required part of this experience. Grades will be determined by giving due consideration to the following.

1. Your precourse work and the class assignments.
2. Your attendance and participation in class exercises and discussions.
3. The quality of your performance as considered against an “idealized” work (the best I can imagine possible within the limits of this brief and intensive class.)
4. A take home exam which will offer a case study for your reflection applying the materials and discussions from the course. This will be provided at the end of weekend and will be mailed to your instructor within two weeks. More details will be given in class.

**Role Playing**

Potentially, a part of each class meeting will be used for role playing pastoral care situations. Students may have an opportunity to participate in three ways. 1.) As the pastor offering care. 2.) As the person or persons receiving care. 3.) As an observer/consultant offering suggestions to the caregiver. This is a chance to experiment and try out what you are learning and to reflect as a class upon different pastoral care questions and approaches. The purpose of these exercises will be to generate discussion, not to demonstrate how brilliant you are in the area of pastoral care!

**Movies**

We will view at least two films together as a community during the weekend. These are meant to raise significant questions of pastoral care and to illustrate concerns that are faced by pastors in their work in ministry.

**Discussion**

This class is intended above all else to be a practical course that will offer help to you in your ministry with an eye toward the pastoral and spiritual elements of the care experience for both the care receiver and care giver. You are encouraged to bring up questions and even to share difficult experiences in ministry that might help all of us think about our common work. The best classes have always been the ones in which all class members joined in and each brought their unique perspective and history to the discussion. We learn from each other and this is a rare opportunity to learn in a collegial setting where we can offer each other support, affirmation and insight.
Your Teacher
This class is being taught by the Reverend Skip Johnson, Ph.D. Skip is an ordained UM elder in the North Georgia Conference. He has served local church appointments in Texas and the Atlanta area where he has had responsibilities for pastoral care ministries. Currently he is a part time Associate Professor of Pastoral Care at Columbia Theological Seminary in Decatur and also the Training Director for Pastoral Counseling with the Care and Counseling Center of Georgia. He is a Fellow in the American Association of Pastoral Counselors and a Licensed Professional Counselor in the state of Georgia. I can be reached at (404) 687-4693 x 222 or by email at skipj@mindspring.com.

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 do not email instructors precourse assignments.
2) Email must be received no later than 11:59pm on the deadline of May 5th.
   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 5th at 11:59pm will be subject to a late penalty.
      • Precourse work received between May 6th – May 12th is 1 letter grade deduction.
      • Precourse work received between May 13th – May 15th is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received by 11:59pm on May 15th and you will not be refunded registration fees.
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 and Mac-Pages documents will not be accepted.
   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.
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!