Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu:

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information

Professor: Judith Schwanz, PhD
Email: jaschwanz@nts.edu
Office: (816) 268-5491
Office Hours: by appointment

Catalog Description

A study of the various counseling issues and approaches involved in pastoral ministry utilizing both the historic Christian sources on care of souls and contemporary understandings of personality problems and the counseling process.

Course Narrative & Rationale

Within the Christian community, all pastors are called upon to provide pastoral care and to model what has been called “the cure of souls.” Studies have also shown that in times of crisis, the majority of people turn to their spiritual leader first for counsel. Christian leaders have an incredible opportunity to participate with God in healing and helping a world full of hurting people.

This course provides an overview of several key approaches to providing care and counseling: basic listening skills, family systems theory, a solution-focused counseling model, and narrative therapy models. From these foundations, students are encouraged to begin to develop a style and philosophy of helping others that is uniquely suited to their gifts and strengths. This course also provides a basic understanding of, and resources to help in, various crises, both developmental and situational.
Degree Objectives

The following objectives of the M.Div. Degree program are addressed in this course:

1. Mature knowledge of God and self, attained through practices of Christian formation and personal discipline, exhibited in the following outcomes; the student will:
   c. Articulate self-knowledge of personality characteristics, strengths and weaknesses
   d. Engage individual traits for growth in personal devotion, relationships of integrity, and ministry effectiveness

3. Development of wisdom and discernment through engagement with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity and the application of that heritage to personal and corporate Christian life, exhibited in the following outcomes; the student will:
   f. Apply theological convictions to personal and corporate life both in and beyond the church

4. Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection on the pastoral arts, exhibited in the following outcomes; the student/graduate will:
   a. Facilitate the formation of a community of faith as the called and gathered, centered in Christ, and sent people of God
   b. Model and facilitate Christian witness and spiritual transformation
   c. Communicate effectively in written, spoken, artistic, and other forms
   d. Engage the holistic nature of the church in redemptive ministries of restoration
   e. Lead in such a way as to develop the leadership potential in others

Course Outcomes

At the conclusion of this course, the student will:
1. be able to delineate the place counseling has in pastoral care. [Assignment #6]
2. be able to articulate the need for and nature of pastoral counseling. [Assignments #4, 7]
3. be able to define the uniqueness of pastoral counseling as a helping discipline. [Assignment #6]
4. identify and demonstrate in his/her own life the qualities needed for effective counseling. [Assignments #2, 4, 5, 7]
5. demonstrate basic listening skills and techniques of counseling. [Assignments #4, 5]
6. begin to develop his/her own appropriate Christian philosophy and style of counseling. [Assignment #6]
7. apply course learning to his/her own life experiences. [Assignments #2, 4]

Church of the Nazarene COSAC Competencies

CP 12 - Ability to appropriately express pastoral care & concern for individuals & families in crises, passages, & the normal routines of life [Assignments #4, 5, 7]
CP 13 - Ability to offer spiritual counsel & to discern for referral counseling needs beyond the minister’s ability [Assignments #4, 5, 7]
CP 14 - Ability to apply the knowledge of basic helping skills gained from historic Christian & appropriate contemporary models [Assignments #2, 4, 5, 7]
CH 3 - Ability to teach & model sexual purity [Assignments #4, 6]
**Required Texts & Course Materials**


**Course Outline**

I. Basic Listening Skills (Savage text) and models of pastoral care (Capps text) provide an overarching umbrella for the course

II. Family Systems Theory (Friedman text) and developmental crises
   a. Grief
   b. The congregation as family
   c. Clergy families
   d. Premarital and marital counseling
   e. Divorce
   f. Parenting

III. Solution-focused Counseling (Kollar text) and situational crises
   a. Theological resources in counseling
   b. Ethics/power/boundaries
   c. Referral
   d. Trauma/abuse/depression
   e. Addictions
   f. Mental illness
   g. Hospitalizations

**Course Assignments & Requirements**

1. Text reading - to be prepared for in-class discussion and activities, the student should read *all* texts according to the course calendar.

2. *Generation to Generation* reaction paper - 4-5 page paper in which the student reflects on how Friedman’s view of the church as a system applies to the student’s life experience thus far. This paper is not intended to be a book review, but to demonstrate the student’s understanding of the “systems” principles presented in this text by applying those concepts to specific instances and examples in the student’s church and/or family. Due October 18 [15% of course grade; outcome #4, 7, COSAC CP14]

3. Collateral reading - 250 pages of reading, **excluding** texts. Include books and/or journals. Note: do NOT count reading reported in another class. Reading should pertain to class topics and/or particular pastoral care/counseling areas of interest. Report on reading will include full bibliographic citation of all sources read, total number of pages read, and a reaction paper of at least 1,000 words. The reaction paper may include questions raised by the reading, new insights gained, critiques of counseling methodology, personal applications, etc. Due December 6. [5% of course grade]
4. Skill building and daily participation in reflection group during class time. Students will participate in learning exercises and role play opportunities. [15% of course grade; outcome #2, 4, 5, 7, COSAC CP12, 13, 14, CH3]

5. Record of Pastoral Contact (RPC) - student will conduct two pastoral contact interviews and complete the RPC format, including verbatim, for each interview. Further instructions and RPC format will be distributed in class and posted on Moodle. Due September 27 and November 8. [Each paper is 10% of course grade - 20% total; outcome #4, 5, COSAC CP12, 13, 14]

6. Personal/professional Reflection Paper - 12-14 page paper to address the following topics: (Due November 29) (Note: for students who have taken PTH 500/505, parts of this paper may be excerpted and edited from your Rule of Life paper) [25% of course grade; outcome #1, 3, 6, COSAC CH3]
   a. Theological reflection on the pastoral counseling process. With which of the images of pastoral care presented in Dykstra do you most closely identify? In what way?
   b. Your theological and psychotherapeutic journey
   c. Your strengths and weaknesses in the pastoral care and counseling ministry plus awareness of your own agendas
   d. What does it mean to you to be called “pastor?”
   e. Criteria for how you support or violate your pastoral identity - how will you know you have “succeeded” as a pastor?

7. Final exam / case studies - the student will illustrate his/her model of counseling through application to actual case examples. Case study assignment will be posted on Moodle on Monday, December 6, and will be due Monday, December 13 at the beginning of the class session. [20% of course grade; outcome #2, 4, COSAC CP12, 13, 14]

Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>45</td>
</tr>
<tr>
<td>Writing</td>
<td>49</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities (conducting RPC interviews)</td>
<td>3</td>
</tr>
<tr>
<td>Exams (take home final)</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>142</td>
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Method for Submitting Assignments
All assignments should be submitted through Moodle no later than 11:55 PM of the due date listed for the assignment, except the final exam, which is due at beginning of the last class session.

Form and Style Expectations
All papers shall be written using Turabian format for form and style. Specific guidelines will be provided in class and via Moodle for the formatting of the verbatim sections of the Record of Pastoral Contact papers.

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams
All written work is expected to be handed in by 23:55 (11:55 PM - Central Time) on the due date given. Late work will be marked down 10% for every week (or portion thereof) that it is late.

Course Grading
1. Class attendance and participation in small group 15% of course grade
2. Reaction paper to Friedman text 15% of course grade
3. Collateral reading reaction report 5% of course grade
4. Record of Pastoral Contact, 10% each 20% of course grade
5. Personal / professional reflection paper 25% of course grade
6. Final case study exam 20% of course grade

Total: 90 - 100% = A
  80 - 89%   = B
  70 - 79%   = C
  60 - 69%   = D
  59% or below = F

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Class Attendance
Attendance at classes is essential for realizing the maximum benefit of your education. Due to the participatory nature of this course, 15% of the course grade is based on attendance and participation in weekly class sessions and in small group exercises. Absence from class will result in no credit for that class session.

If you must be absent because of extenuating circumstances, contact the professor as soon as
possible to discuss the situation, and to allow for adjustments to be made for your class group in your absence.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session #</th>
<th>Assignments and Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus and course overview / introduction</td>
<td>F: Friedman  S: Savage  C: Capps  K: Kollar</td>
<td></td>
</tr>
<tr>
<td>Sept 6</td>
<td>1</td>
<td>Syllabus and course overview / introduction</td>
</tr>
<tr>
<td>Sept 13</td>
<td>2</td>
<td>F: pp. 1-64  S: pp. 7-27  C: Intro, chapter 1</td>
</tr>
<tr>
<td>Sept 20</td>
<td>3</td>
<td>F: pp. 67-190  S: pp. 29-48  C: chapter 2</td>
</tr>
<tr>
<td>Sept 27</td>
<td>4</td>
<td>1st Record of Pastoral Contact Due  F: pp. 193-273  S: pp. 49-56  C: chapter 3</td>
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<tr>
<td>Oct 11</td>
<td>6</td>
<td>Freidman reaction paper due  S: pp. 77-149</td>
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<tr>
<td>Oct 18</td>
<td>7</td>
<td>K: pp. 7-51  C: chapter 4, 5 and epilogue</td>
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<td>Oct 25</td>
<td></td>
<td>Reading and Research week - no class</td>
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<tr>
<td>Nov 1</td>
<td>8</td>
<td>K: pp. 53-101</td>
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<tr>
<td>Nov 8</td>
<td>9</td>
<td>2nd Record of Pastoral Contact Due  K: pp. 105-157</td>
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<tr>
<td>Nov 15</td>
<td>10</td>
<td>K: pp. 159-215</td>
</tr>
<tr>
<td>Nov 22</td>
<td></td>
<td>Thanksgiving Day - no class (no assignments due)</td>
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<tr>
<td>Nov 29</td>
<td>11</td>
<td>Reflection paper due</td>
</tr>
<tr>
<td>Dec 6</td>
<td>12</td>
<td>Collateral Reading Report due</td>
</tr>
<tr>
<td>Dec 13</td>
<td>13</td>
<td>Final exam due</td>
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