



PAST 216/316

Perspectives on Pastoral Care

Course Outline 2020

SEMESTER 2 2020

Lecturer:

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Welcome to *Perspectives on Pastoral Care*. Pastoral care is increasingly viewed as outward-facing, lay-centred, and attentive to communal, societal and intercultural dynamics. Therefore, the term “pastoral care” can be understood as referring to the caring, nurturing, and compassionate work of the church as a whole.

This paper begins by considering what pastoral care is, including by exploring its biblical, theological and historic underpinnings and background. The characteristics of the dominant form of twentieth century pastoral care will be outlined, along with some of its weaknesses. Why did such a framework need to be challenged; how was it challenged; and by whom?

Intercultural wisdom, including insights from Aotearoa New Zealand, will add to our understanding of what pastoral care is, and what it could be.

We then explore pastoral care in different contexts and settings. What does (or could) pastoral care look like in the local church or congregation? Generally? With youth? Among older adults? With children? How about in contexts beyond the church? For example, in prison, among homeless people, or with people who attend a community ministry run by the church. What shape does, or might, pastoral care take in a time of physical distancing, such as that required by the covid-19 pandemic? What lessons might the church take into the future from this time?

Finally, we consider the interplay between pastoral care and justice. Is it enough to care for suffering persons, or does the church have a role to play in understanding and challenging systemic forces which impact on personal and communal problems and needs?

If you are involved in (or training for) pastoral ministry; if you are keen to explore processes and models that help churches care for others; if you engage in community ministry; or if you are interested in making our world a better place: this course is for you!

LECTURER'S INTRODUCTION

Hi! I'm Lynne Taylor. I am the Jack Somerville Lecturer in Pastoral Theology and I am looking forward to teaching this paper on Pastoral Care.

I'm passionate about holistic wellbeing and am also rather keen on good systems and processes. Therefore, I'm excited about teaching this paper that will help us as we seek to care for others, including by setting in places systems and processes that allow pastoral care to occur in sustainable ways.

Of course, sometimes people suffer as a result of individuals, communities and systems not acting in the ways that they should. Therefore, I look forward to exploring with you the role the church can play in addressing such injustice.

This paper is taught using a variety of learning methods. This includes five videoconferences and a teaching afternoon/evening (offered online this year). Equally important is your own personal reading and reflection – some of which you share with the class through an online discussion and when we gather. The first assignment invites you to consider either the history of pastoral care, or its theological basis. In the second assignment, you reflect theologically and practically on a specific pastoral care context of your choice. In the third assignment, you design a pastoral care programme for a church (or other) setting. You work on the fourth assignment (the online discussion mentioned above) throughout the semester: recording your reflections on the readings, as well as noting your responses to others' reflections.

In the teaching day and in videoconferences, I teach primarily by discussion. In videoconferences, I will seldom lecture for more than 10 minutes. In the teaching day, I might give one or two lectures of 20 minutes, but most of the day will be discussion and interactive work. Much of the discussion will centre on the course readings, so it is vitally important that you read the readings before each videoconference. The lower amount of contact time means you have plenty of time for reading! The insights that each of us share will greatly enhance our learning, so please come prepared to contribute and to listen.

You are welcome to contact me to discuss any questions you may have. See my contact details on the front page of this Course Outline. While my regular office hours are Fridays 1-2pm, you can contact me at any time. (I'm employed part-time by the University, generally working Tuesday to Friday each week.)

I look forward to meeting you and learning together.

Lynne

LEARNING OUTCOMES

For PAST 216, students should be able to:

- Understand the biblical and theological foundations of the church's ministry of pastoral care.
- Grasp the basic elements of the 20th century *therapeutic paradigm* of pastoral care, and the reasons for its critique.
- Have a clear understanding of the late 20th century shift toward the *communal-context* and *intercultural paradigms* of pastoral care.
- Recognise the core components of today's *congregational* setting of pastoral care (lay involvement, pastoral care with families/couples, visitation ministries with the sick, the ageing, the dying and the bereaved).
- Be aware of key underlying principles and examples of pastoral care in the *community* setting, including pastoral care with prisoners, the homeless, and the mentally ill.
- Understand the basics of what is entailed in *intercultural* pastoral care, with a particular focus on ministries with immigrants and refugees.
- Comprehend the essence of the theological foundations and practical expressions of pastoral care in the context of *global injustice*, particularly pastoral care ministries with the poor.
- Design a pastoral care programme for your church or community which incorporates relevant insights from your reading and research.

For PAST 316: In addition to the learning outcomes for PAST 216, students should be able to:

- Critically evaluate the strengths and weaknesses of the therapeutic paradigm which undergirded the normative understanding of pastoral care and counselling in the latter half of the twentieth century.
- Critically assess theological and sociological rationales for the shift to the *communal-contextual* and *intercultural* paradigms of pastoral care in the present era.
- Design a pastoral care programme for your church or community which incorporates relevant insights from your reading and research *and* articulates your own theology of pastoral care

COURSE STRUCTURE

The course revolves around seven Modules. Five of them will be taught in videoconferences and two of them will be taught in a teaching day: taught online in 2020.

Module 1 – Introductions and Course Overview (Videoconference 1)

Module 2 – Theological & Historical Understandings of Pastoral Care (Teaching Day)

Module 3 – Contemporary Understandings of Pastoral Care (Teaching Day)

Module 4 – Wisdom From Beyond the West (Videoconference 2)

Module 5 – Pastoral Care Today, Setting 1: The Congregation (Videoconference 3)

Module 6 – Pastoral Care Today, Setting 2: Contexts Beyond the Local Church (Videoconference 4)

Module 7 – Pastoral Care Today, Setting 3: An Unjust World (Videoconference 5)

TEACHING

- Five two-hour videoconference sessions using Zoom
- The online teaching day

ASSESSMENT

Assessment for this paper comprises compulsory written work, worth a total of 100% of the final mark. There is **no final examination** for this paper. The assessment differs slightly between PAST 216 and PAST 316 students.

For PAST 216 students:

- Two 2000-word essays worth 30% each
- One 1700-word assignment worth 25%
- Online discussion worth 15%

For PAST 316 students:

- Two 2300-word essays worth 30% each
- One 2000-word assignment worth 25%
- Online discussion worth 15%

RESOURCES

- Blackboard, the University's online learning tool;
- This Course Outline and the Study Guide
- eReserve, a resource for electronic readings, which you can access via Blackboard;
- The Programme's "Style Guide" which recommends students use the 16th edition of the Chicago Style Guide when writing essays. It is available online at <http://www.otago.ac.nz/theology/study/studentresources/>
- The handbook *Distance Learning Information and Support 2018*, providing advice on administrative matters not covered in this Course Outline and on the Distance Library Service. (You may download the PDF from the 'Essential Information' web page).

THIS IS IMPORTANT!

Please Note: You **must have access to Blackboard and your University email address** in order to complete this paper. You will receive access once your enrolment is complete. Communications from your lecturer regarding teaching matters will be provided only through Blackboard and your University email address, as outlined in the University's Student Communications Policy, so you must check these emails regularly. eVision will also send important messages through your University email. If you have any concerns about your access to Blackboard or to other course resources, please contact the lecturer or administrative staff immediately so that these can be resolved.

You will find there is a lot of helpful information and resources on the Theology Programme website. In particular, we require you to read the section called "Essential Student Information." You will find it here:

<http://www.otago.ac.nz/theology/study/studentresources/>

This page provides a number of useful resources such as the Style Guide and the Plagiarism Declaration Form you must attach to your assignments. It supplies detailed information on assessment and student support. In particular, it contains guidance on the topics of plagiarism and deadlines, both of which can incur penalties if not heeded. This also is where you will find instructions for making online discussion posts and submitting assignments electronically. So it is very important you make yourself familiar with this material. Our assumption is that you have read it.

We will make reference to information on the website in the following pages, so do take the time to follow the links and absorb the material. It will save you from making costly mistakes and help to make the practical experience of distance study a straightforward one.

VIDEOCONFERENCES

Distance study requires students to accept a high level of responsibility for their own study. Success is most easily achieved by students who are self-motivated, who engage readily in self-directed study, and who prepare well for the videoconferences. The videoconferences will not cover all the material in each module. Instead, they will focus on some of the key themes and provide opportunity for interaction between students and the course teacher. Much of the learning will take place as you work through the Study Guide modules and readings on your own.

Accessing the Videoconferences

Please see the 'Zoom Information' link on Blackboard and the 'Essential Information' web page for instructions on how to access Zoom and join in the videoconference sessions. The URL you need to join the sessions is posted under 'Zoom Information.'

Schedule of Videoconferences

Videoconference sessions will be held on **Thursday evenings** as below:

SESSION	DATE	TIME
1	9 July	6:10 pm – 8:00 pm
2	30 July	6:10 pm – 8:00 pm
3	20 August	6:10 pm – 8:00 pm
4	10 September	6:10 pm – 8:00 pm
5	24 September	6:10 pm – 8:00 pm

Attendance at the Videoconferences

Attending videoconferences is a requirement of taking this course. If you are obliged by circumstances beyond your control to miss one, you may find a recording of the proceedings of the Videoconference on Blackboard under the Zoom Videoconferences Link.

TEACHING DAYS

In addition to the Zoom videoconferences, this course involves **ONE** teaching day to be held **ONLINE**. Although it is not compulsory to do so, students are strongly encouraged to attend. (Students who are unable to attend will be able to access a summary of the key issues covered in the teaching day.) Students should prepare for the teaching day by doing the pre-reading outlined in the Study Guide.

Date: Tuesday 21 July
Time: 3.30 - 9.00pm

3:30-6:00 Session 1
6:00-7:00 Dinner (students are responsible for providing their own dinner)
7:00-9:00 Session 2

ASSIGNMENT QUESTIONS

Assessment for this paper consists of four compulsory assignments. Two of these are submitted as essays. The third is a pastoral care plan for a church or organisation. The fourth assessment piece is online reflection that you add to progressively and submit at the end of the semester. There is no final examination for this paper.

NB: The different expectations for 200-level and 300-level students are spelled out below.

Assignment 1

Value 30% of final mark

Due date Friday, 31 July

Word count 200 level – 2000 words; 300 level – 2300 words

EITHER

Option 1:

An essay drawing on Modules 1-3, on the topic ***The Evolution of Pastoral Care***, which addresses the following: (a) How was pastoral care traditionally understood in Western church tradition and theology? (b) What was the essence of pastoral care in the twentieth century therapeutic paradigm? Who were some of its key figures? (c) What are the key paradigm shifts in pastoral care in the postmodern era? Who are some of the key figures?

For 300-level students: Add to the above: (d) How is pastoral care understood and practiced in your own church, and where does this fit with respect to the 20th and 21st century paradigms?

OR

Option 2:

An essay drawing on Modules 1-3, on the topic ***A Theology of Pastoral Care***: (a) Name and briefly describe between three and five biblical or theological 'models' for pastoral care. (b) Identify key strengths and/or weaknesses inherent in each 'model'. (c) Drawing on those models and reflections, along with readings from Module 1, answer the question, "What is pastoral care and how can it be practiced?"

(NB: The less models you explore, the more detail and reflection you will need to provide on each.)

For 300-level students: Add to the above: **EITHER** (d) How is pastoral care understood and practiced in your own church, and where does this fit with respect to these theological insights? **OR** (d) Drawing on these insights, describe your personal theology of pastoral care.

The marking of this assignment will take into account:

1. Your ability to understand the key questions being asked and to articulate positions and arguments clearly.

2. Evidence that you have engaged thoughtfully with the readings, through your paraphrasing of ideas and appropriate use of quotations, clearly footnoted.
3. The clarity of your writing and organisation of your essay. This includes a clear overall structure for the essay, and an appropriate introduction and an effective conclusion.

NB: Insights from the course readings should be incorporated into the body of your paper, with proper footnote referencing, and not simply cited in footnotes without any reflection or integration. See “A Note on Resources for Assignments and Footnoting” below.

Assignment 2

Value 30 % of final mark

Due date Friday, 18 September

Word count 200 level – 2000 words 300 level – 2300 words

An essay drawing on Modules 4-7, on the topic **A Contemporary Context of Pastoral Care**: Discuss *one* of the contemporary contexts of pastoral care (congregation-based, wider community or an unjust world).

First, include insights from the readings about the nature of pastoral care in this setting (*why* it is important from a theological perspective, *what* it consists of, *how* it takes place).

Then select *one* specific pastoral care approach from the setting you have chosen and, drawing on relevant sources, discuss the essential aspects of this particular form of pastoral care. For example:

- a) In congregation-based pastoral care, you might focus on pastoral visitation (hospital or other), or pastoral care with the elderly (or the grieving, or the dying), or pre-marital or marriage pastoral care, or pastoral care in personal/family crisis situations, and/or pastoral care when physical distancing is required.
- b) In wider community pastoral care, you could focus on pastoral care with prisoners; or in relation to mental health; or with the homeless; among immigrants or former refugees; or pastoral care of attenders of a community ministry run by your church.
- c) In pastoral care and injustice, you could focus on pastoral care with the poor, or the economically stressed (e.g., the unemployed), or survivors of sexual abuse. Alternatively, you could reflect more generally about the role of the church in addressing such injustice.

(Of course, there is often overlap between these contexts.)

For 300-level students: In addition to the above, conclude with a brief summary of how the pastoral care approach you have described is practiced in your own church, or, if it is not practiced by your church at present, how you believe it should be practiced in the future.

The marking of this assignment will take into account:

4. Your ability to understand the key questions being asked and to articulate positions and arguments clearly.

5. Evidence that you have engaged thoughtfully with the readings, through your paraphrasing of ideas and appropriate use of quotations, clearly footnoted.
6. The clarity of your writing and organisation of your essay. This includes a clear overall structure for the essay, and an appropriate introduction and an effective conclusion.

NB: Insights from the course readings should be incorporated into the body of your paper, with proper footnote referencing, and not simply cited in footnotes without any reflection or integration. See “A Note on Resources for Assignments and Footnoting” below.

Assignment 3

Value: 25 % of final mark

Due date: Friday, 2 October (no late penalty will be applied until Friday 16 October)

Word count 200 level – 1700 words 300 level – 2000 words

Design a Pastoral Care Programme which could be adopted by your church (your own local congregation, a hypothetical local congregation, or your denomination), or an ecumenical organisation (local, national or international). This programme will be geared toward meeting a specific pastoral care need. This can be in any of the categories mentioned in (a) – (c) above under instructions for Assignment 2, or you can add a new category (such as pastoral care with youth, children, alcoholics, drug addicts, victims of abuse, violence or natural disaster, at-risk kids, people with disabilities, etc.). Make use of information about existing programmes provided in your course readings, including in the For Further Reading sections at the end of each module, and/or your own research to construct a practical programme that is relevant for your particular context. Include in your programme design the following:

- a) The theological basis for your programme of pastoral care.
- b) A statement of need: *Why* is this particular pastoral care programme needed in your setting?
- c) *Who* will be involved in providing this pastoral care (the *caregivers*), and how will they be trained? *Who* will participate in the programme (the *careseekers*), and how will they be identified and brought on board?
- d) *What* will take place in this programme – what are the “nuts and bolts” that constitute the effective implementation of this programme?
- e) *How* will this programme be developed and evaluated? What kinds of preparation, oversight and accountability mechanisms will be incorporated into the programme?

200-level students: Your paper should be at least 1700 words.

300-level students: Your paper should be at least 2,000 words. In addition to the above, you will conclude with (f) an assessment of what the challenges or obstacles would be if your programme were put into place in your own church or community.

The marking of this assignment will take into account:

1. Your ability to think creatively and clearly about the rationale for and implementation of your proposed pastoral care programme.

2. Evidence that you have engaged with the course readings in ways that strengthen your proposed pastoral care programme.
3. Evidence that you have thought carefully about how your proposed pastoral care programme is appropriate for the particular context (church, community, culture) in which it would take place.
4. The clarity of your writing, documentation, and overall organisation. This includes a clear overall structure for the essay, and an appropriate introduction and an effective conclusion.

Assignment 4

Value: 15 % of final mark

Due date: Progressive, final journal due Friday, 2 October

Blackboard Discussion Board

In preparation for each videoconference, reflect on at least one of the Focus Questions that form part of our preparation for each videoconference and for the Teaching Day. Your completed Journal is marked as Assignment 4.

1. **What?** Before EACH videoconference and teaching day, choose at least ONE focus question and write a 100-200 word response to it (clearly noting which focus question you are responding to). **When?** This should always be posted BEFORE the videoconference or teaching day it relates to. **How many?** Ultimately, six: one for each of our gatherings.
2. **What?** In addition, after EACH videoconference, add a comment to the contribution of at least one other participant. This comment should also be at least 100 words. **When?** This should be posted before the next videoconference (or teaching day), but ideally soon after the gathering, while your thoughts are still fresh. **How many?** Ultimately, six: one for each of our gatherings.

Your own posts (and the responses you made to others' posts) form Assessment 4. You should submit these in one document to me by Friday 2 October.

When you comment another student's entry, try to build on what the other student has said. You are also welcome to respectfully disagree with something another student has written. Please do so with civility and kindness. If you don't understand something another student has said, feel free to ask questions for clarification. If you have concerns about what another student has written, please contact me directly. If I perceive that a post is disrespectful, I will remove it immediately and send an email to the student, explaining my action and asking for the post to be rewritten.

The marking of your journal will take into account:

- Your ability to reflect on the focus question being addressed.
- Evidence you have engaged with the reading.
- Evidence you can be brief and concise.

- In relation to your responses: evidence you have listened during the videoconferences and teaching day.
- The timely nature of these posts (before each videoconference and upon request).

REFERENCING SYSTEM

For writing essays, the Theology Programme requires that you use the 16th edition of the Chicago Style Guide, which is the norm for many academic journals in the Humanities and is often recommended for theses in the humanities. The Programme has prepared a Style Guide, which outlines the Chicago Style and offers other advice on essay presentation. You may find it via the Theology Programme's "Student Resources and Information" page:

<http://www.otago.ac.nz/theology/study/studentresources/>

A note on resources for assignments and footnoting

I expect you to interact with the readings as you write these assignments, and I expect to see footnotes from the readings to acknowledge that interaction. I like footnotes that make very clear what connection you are making with the reading. Some examples of ways of making connections with the readings:

- **Example 1, indirect quotation (paraphrase):** John Smith argues that the most significant challenge facing congregations in the twenty-first century is the burden of old buildings.¹ (In your footnote numbered 1 you give the information about John Smith's book or article, plus the page number where you found this idea.)
- **Example 2, direct quotation:** Jane Jones writes, "The most significant issue facing congregations today is the loss of younger members."² (In your footnote numbered 2 you give the information about Jane Smith's book or article, plus the page number where you found the quotation.)
- **Example 3, citing a fact or date you got from a reading:** Fifty-six percent of congregations find it difficult to sustain the cost of maintaining their buildings.³ (In your footnote numbered 3 you give the information about the book or article where you got this fact including the page number.)
- **Example 4 (the least preferred way of referring to a reading), an indirect reference to an idea in a reading:** Many issues face congregations in the twenty-first century.⁴ (In the footnote numbered 4 you give the full information of where you got this idea just like in examples 1-3. With this kind of footnote, it is less clear exactly what you're referring to in the reading. The connection with the reading will be much stronger if you give a sentence or two in the footnote that explains what the author was saying. Use these kinds of connections with readings sparingly because they are not strong connections unless you use the footnote to explain exactly what the author was saying.)

Note that the footnote format and the format for bibliography entries is not the same. See and follow the regulations set out in the Style Guide, available on Blackboard.

Some additional information on resources: While Wikipedia can be a good place to get general information about a topic, it should not be cited in academic writing. Websites of government agencies, academic institutions and (some) church-related organisations are usually appropriate. Personal blogs are not authoritative! Try using google scholar to access relevant articles and papers.

All assignments should have footnotes and a bibliography that lists all the resources you cited. The bibliography should include only the readings cited in footnotes.

Essays should be within 10% of the word count given.

SUBMITTING WRITTEN WORK

All assignments shall be submitted **electronically** via the “Assignment” feature on Blackboard by **midnight** on the due dates notified. Please do not submit paper copies. For full instructions about how to submit assignments electronically via Blackboard as well as other important information on plagiarism, grading, and deadlines, please see the “Essential Information” web page.

All Assignments submitted in the Theology Programme must be prefaced with a student Plagiarism Declaration Form. They will not be deemed to have been submitted unless and until the Plagiarism Declaration Form has been submitted. It can be downloaded from <http://www.otago.ac.nz/theology/study/studentresources/>

It is also on the Blackboard site for this course.

ACADEMIC INTEGRITY

All Assignments submitted in the Theology Programme must be prefaced with a student Plagiarism Declaration Form.

It can be downloaded from <http://www.otago.ac.nz/theology/study/studentresources/> It is also on the Blackboard site for this course.

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University’s Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else’s misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University’s Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at www.otago.ac.nz/study/academicintegrity or ask at the Student Learning Centre or Library. If you have any questions, ask your lecturer.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

STUDENT SUPPORT

The “**Essential Information**” web page provides helpful information on how to access the University Library's resources, as well as a guide to the support services available to students at the University of Otago, including the Student Learning Centre and Disability Support.

For all **administrative** enquiries, please contact the Theology Administrator:

Email: theology@otago.ac.nz Phone: 03 479 8639

We recommend that you contact the Programme as soon as possible if you have any problems participating in the course or accessing resources. Please remember to check your University email account regularly for updates and announcements.

THEOLOGY PROGRAMME

University of Otago, PO Box 56, Dunedin 9054, New Zealand

www.otago.ac.nz/theology