Introduction to Pastoral Care brings students into a supervised encounter with persons who are suffering. Out of an intense involvement with persons in need, and the feedback from peers and the professor, students will develop a new awareness of themselves as persons as well as the needs of those to whom they minister. From theological reflection on specific human situations, students will gain a new understanding of ministry as well as an introduction to hospital, hospice, military, and educational chaplaincy.

Required Texts:
Henri Nouwen, *The Wounded Healer* and *Our Greatest Gift*
Charles Gerkin, *Introduction to Pastoral Care*
Carrie Doehring, *The Practice of Pastoral Care: A Postmodern Approach*
Eugene Peterson, *The Contemplative Pastor*
Margaret Kornfeld, *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities* (extra credit)

Course Requirements & Grading

- Personal Reflection Paper (10%). Using questions from Anthony de Mello, write 4-5 pages reflecting on your spiritual life *(June 2)*.

- Book Reports (25%). Two book reports, one from Nouwen *(June 16)*, one from Gerkin *(July 7)*. Each paper should be 5 pages and include a summary of the book as well how it challenges, inspires, and raises questions for you and your ministry.

- Participation (15%). Participation and attendance are crucial for the class. This will include attendance, asking questions, discussion of assigned books, and openness to giving and receiving feedback for the verbatims.

- Journal (50%). The Journal will be due the last day of class *(July 28)*. It should include two verbatims, the successful completion of weekly visits with assigned hospice patients, and the ‘take-home’ final exam (or book report substitution).
Grading Scale

The following grading scale will be used for this course.
A=92-100   B=84-91   C=70-83   D=60-69   F=<60.

Course Objectives:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>HOW DELIVERED</th>
<th>HOW ASSESSED</th>
<th>MEASUREMENT</th>
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<tbody>
<tr>
<td>1. To better understand and articulate how one's spiritual journey influences how we give and receive pastoral care.</td>
<td>Film, de Mello reflection</td>
<td>Reaction Paper</td>
<td>10%</td>
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<td>2. To process the student's theological and self-understanding of suffering and grief, as well as the ministry of presence and prayer.</td>
<td>Lecture, class dialogue, assigned books.</td>
<td>Two book reports</td>
<td>25%</td>
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<td>3. To be an active participant in class, understanding that pastoral care is best experienced in community.</td>
<td>Dialogue from readings, giving feedback on verbatims.</td>
<td>Presence and Participation</td>
<td>15%</td>
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<td>4. To experience “hands-on” practical training and supervision into how to lovingly and skillfully be with and care for those who are suffering.</td>
<td>2 Verbatims based on weekly visits with hospice patients.</td>
<td>Journal (which includes 2 verbatims, visit notes with patients and final exam)</td>
<td>50%</td>
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