

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	PASTORAL CARE AND COUNSELLING PAST 0741 / COUN 0683
Date and Time	JULY 4-8, 2022 MONDAY–FRIDAY 9:00AM – 4:00PM SYNCHRONOUS ONLINE
Instructor	ROB CRIPPS, DPT Candidate Email: rcripps@tyndale.ca
Class Information	This course is livestreamed via Zoom (9:00AM – 4:00PM) from Monday, July 4 to Friday, July 8. Office Hours: By Appointment
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Provides an introduction to pastoral care and counselling within the context of the Christian ministry. The nature of pastoral care and counselling from biblical, theological, and psychological perspectives will be explored. Emphasis will be on foundational counselling skills and processes within a framework of focused, short-term counseling. Through lectures, readings, group discussions, and practice labs, the student will develop essential skills and models of intervention to be effective in this ministry.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Construct their theology of Christian care on a Trinitarian foundation, rooted in *our participation in Christ's* continuing ministry as High Priest on behalf of God the Father through the presence and power of the Holy Spirit.

2. Identify a variety of images of pastoral care found in Scripture.
3. Practice basic skills in listening, helping and “spiritual triage” through classroom exploration, and apply Benner’s model.
4. Assess common crises and life transitions from a theological and spiritual worldview.
5. Develop a “caring ministry” project that equips the whole congregation to be a center of mutual support, healing, and care, as it participates in Christ’s life and mission.
6. Create a plan for appropriate self-care, in the face of stress, burn-out and other symptoms of “compassion fatigue.”

III. COURSE REQUIREMENTS

A. REQUIRED READING

Benner, David G. [*Strategic Pastoral Counseling: A Short-Term Structured Model*](#). 2nd Edition. Grand Rapids, MI: Baker, 2003.

DeGroat, Chuck. [*Toughest People to Love*](#). Grand Rapids: Eerdmans, 2014.

Harper, Lisa H. *The Very Good Gospel: How Everything Wrong Can Be Made Right*. Colorado Springs: WaterBrook Press, 2016.

B. ADDITIONAL TOOLS

Tyndale recommends <http://www.stepbible.org> – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Downloading the Zoom app on to your computer rather than using your web browser will get better results

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

Primary assignments for this course include completing the required readings and submitting of a reading report; participating in class discussions; creating an imaginative pastoral care conversation using Benner’s model; addressing the church’s role in community healing; and developing, implementing and presenting a Major Ministry Project in Pastoral Care.

The focus of our week together will be exploring a robust understanding of the practice of pastoral care in a missional context. Sessions will be a combination of lectures, small group breakout sessions, and larger group dialogue. Additional guests will be invited to speak on a particular area of pastoral care.

1. *Participation and Reading Report.* 15% of final grade. 2-3 pages. Due before July 4.

You are expected to thoroughly read all three textbooks (Benner, DeGroat, Harper) and submit a reading report stating what percentage of the readings you have completed by July 4th. The reading report will also include one paragraph for each book, which highlight three different images of pastoral care identified in Scripture mentioned by the authors. Pay attention to themes in the books and be prepared to share in our sessions the essence of the pastoral counselling model presented by Benner, share two or three ideas of how to care for difficult people (DeGroat), and how a broader understanding of the gospel helps pastoral care practitioners engage in conversations of healing with their respective communities. Comment generally on Harper. This requirement is relevant to Outcome 2.

In our weeklong intensive class format, it is essential to faithfully attend our class meetings and to actively participate in class discussions. Please come well rested and prepared, ready to engage the class with your thoughts, questions, observations, and ideas. Work hard to be a good listener as well as a thoughtful contributor to our ongoing discussions.

2. *Strategic Pastoral Counselling Dialogue Paper* (5 pages). 25% of final grade. Due by Tuesday, July 19 2022.

Hypothetical scenarios of different ministry situations will be provided in class. Choose one scenario to respond to, and then write a creative four-page pastoral dialogue using the model

presented by Benner (This can involve some commentary; for examples of the dialogues see chapters 5 & 6 of Benner). This dialogue should demonstrate how you conscientiously used Benner's model as you respond appropriately and redemptively to common crises and life transitions with a theological and spiritual worldview. This requirement is relevant to Outcome 3.

On the last page of your paper, reflect on the following questions:

- What did I learn about myself as I attempted to use Benner's model?
- What did I find most helpful, and most challenging, about Benner's model?

3. Pastoral Care Ministry Project Proposal: Strategic Plan and Evaluation Criteria (11-13 pages). 45% of final grade. Due by Tuesday, August 16, 2022.

Develop and implement a "caring ministry" project in your area of ministry responsibility. Make sure to connect your paper to a proper understanding of Christology as participants in God's mission. This requirement is relevant to Outcomes 1, 4, 5, and 6. Your project needs to have four distinct elements:

1. A brief description of your ministry context (practice), the forms of care currently being practiced by yourself and others in the ministry, as well as current "gaps" in care in light of discussions around reconciliation. (1 page)
2. A sketch of key aspects of your theology of pastoral care (4-5 pages).
3. A description of your envisioned project (5-6 pages) involving:
 - EITHER a process to form and train your small groups to provide appropriate care to their members;
 - OR a process to form and train a new pastoral care team that serves the congregation or a particular segment of it;
 - OR an organized ministry to extend pastoral care that is focused on a particular need/demographic group in your church who are not part of the small groups' structure.

Your envisioned "caring ministry" project should include:

- A strategic plan for the project
 - An awareness of cultural issues that need to be addressed including
 - A list of key goals or outcomes that you expect
 - A list of the criteria that will be used to evaluate the project
4. A written plan of action and accountability mechanism detailing steps you will take to insure your own personal self-care. (1-2 pages)
 5. A minimum of 10 academic sources should be used and footnoted according to the style guide.

4. Pastoral Care Video Application: Students will prepare and present a 10-15 minute video presentation on how ministers can combine pastoral care and mission in their current practice. 15% of final grade.

This assignment will be due Monday August 29, 2022

Implementation and Learnings Verbal Report

You will have a maximum of 15 minutes to teach pastoral care in a missional framework to a fictional audience of your choosing (i.e. youth, adults, lay leaders etc.). You can record and upload videos to the class page or attach a link to your YouTube video. Creativity is encouraged. The presentation would be strengthened through referencing additional experts/sources in the teaching. Please include material related to the self-care of the audience to whom you are speaking so that it is relevant to their context. This requirement is relevant to Outcomes 1, 5, and 6.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reading Report	15 %
Strategic Pastoral Care Dialogue Paper	25 %
Pastoral Care Proposal	45 %
Video Application and Summary	15 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, "How to Cite Sources in Theology"](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aaau@tyndale.ca) before proceeding.

CRITERIA FOR GRADING OF ASSIGNMENTS

Grading of written materials will be based on the following general criteria

Grade Range	Content	Argument	Presentation
90–100 A+ 85–89 A 80–84 A–	Mastery of subject matter; creativity and individualized integration of insights and their relationships; exceeds required elements	Clear, logical structure; with comprehensive introduction, persuasive argumentation, and innovative conclusions	Detailed adherence to relevant style for formatting of text, notes, and bibliography; no errors of grammar or syntax; elegant presentation
77–79 B+ 73–76 B 70–72 B–	Average to above-average grasp of relevant concepts; completion of all required elements	Coherent structure and consistent argumentation; well-stated introduction and conclusion	General adherence to relevant style and format; few errors of grammar or syntax
67–69 C+ 63–66 C 60–62 C–	Basic understanding of theoretical foundations; minimal completion of required elements	Rudimentary structure; minimal or incomplete introductory and concluding statements	Significant errors of grammar, syntax, or style
57–59 D+ 53–56 D 50–52 D–	Low level of comprehension; required elements incomplete or missing	Lack of coherence or structure in argumentation; no introduction or conclusion	Abundant grammatical, syntactical, and stylistic errors
0–49% F	Inability to grasp basic concepts; required elements missing	Incomprehensible or illogical structure and argumentation	Failure to follow stylistic guidelines; incomprehensible syntax
Comments			

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Monday July 4

9:05 – Morning Reflection (The Waters)

9:25 – Review syllabus and introductions

10:15 Break

10:30 – Lecture #1 – Pastoral care in a missional context

12:00 – Lunch

1:00 – Lecture #2 – Burden, Privilege, or Both?

1:30 – Breakout Groups (what creates enhanced burden in pastoral care? How can we find joy?)

1:45 – Break

2:00 – Share findings from group discussion

2:30 – Lecture #3 – The practice of pastoral care

4:00 – Class end

Tuesday July 5

9:05 – Morning Reflection (I need a drink)

9:25 – Group discussion (awkward moments in ministry)

9:45 – Lecture #4 – Communication as Care

10:30 – break

10:45 – Lecture #4 continued

11:15 – Breakout groups: Who are we speaking to group discussion? How are we speaking?

12:00 – Lunch offline

1:00 – Introduction to Counselling with Dr. Janet Warren

2:00 – Break

2:15 – Introduction to Counselling cont.

4:00 – Class end

Wednesday July 6

9:05 – Morning Reflection (Sin is bound to come)

9:25 – Group discussion (angry people)

10:45 – Break

11:00 – Lecture #5 – Developing a Care Plan

12:00 – Lunch offline

1:00 – Lecture #6 – Dealing with Conflict

2:30 – Break

2:45 – Group role play using models presented in class

3:15 – Larger Group Discussion

4:00 – Class end

Thursday July 7

9:05 – Morning Reflection (slow to speak)
9:25 – Lecture #7 – Conflict Methodology and Practice
11:00 – Break
11:15 – Lecture # 8 – The Mission of Reconciliation
12:00 – Lunch offline
1:00 – Pre-recorded Interview with Dr. Terry LeBlanc (The church and community care)
1:45 – Break
2:00 – Break out discussions and question prep
2:15 – Q&A Discussion with Dr. LeBlanc
4:00 – Class end

Friday July 8

9:05 – Morning Reflection (I'm the only one)
10:30 – Small Group Discussion (Loneliness in ministry)
11:00 – Lecture #9 – 'STS', Compassion Fatigue, and the Minister
12:00-12:45 – Lunch offline
12:45 – Breakout groups (discuss lecture #8)
1:00 – Share findings from breakout groups
1:15 – Lecture #10 – Establishing Healthy Spiritual Rhythms for the Practitioner
2:15 – Larger group discussion
3:00 – Class end

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Clinebell, Howard. *Basic Types of Pastoral Care and Counseling: Resources for the Ministry of Healing and Growth*, 3rd edition. Nashville: Abingdon Press, 2011.

Crabb, Larry. *Becoming a True Spiritual Community: A Profound Vision of What the Church Can Be*. Nashville, TN: Thomas Nelson, Inc., 1999.

_____. *Connecting: A Radical New Vision*. Nashville, TN: Word Publishing, 2005. Doehring, Carrie. *Practice of Pastoral Care: A Postmodern Approach*. Louisville, KY: Westminster John Knox Press, 2006.

Gerkin, Charles V. *Introduction to Pastoral Care*. Nashville, TN: Abingdon Press, 1997.

Oden, Thomas. *Pastoral Theology: Essentials for Ministry*. New York: HarperOne, 1983.

Patton, John. *Pastoral Care: An Essential Guide*. Nashville, TN: Abingdon Press, 2005.

Purves, Andrew. *Reconstructing Pastoral Theology: A Christological Foundation*. Louisville, KY: Westminster/John Knox Press, 2004.

_____. *Pastoral Theology in the Classical Tradition*. Louisville, KY: Westminster/John Knox Press, 2005.

Seamonds, Steven. *Ministry in the Image of God: The Trinitarian Shape of Christian Service*. Downers Grove, IL: Intervarsity Press, 2005.

Senkbeil, Harold. *The Care of Souls: Cultivating a Pastor's Heart*. Bellingham, WA: Lexham Press, 2019.

Stevenson-Moessner, Jeane. *A Primer in Pastoral Care: Creative Pastoral Care and Counseling Series*. Minneapolis, MN: Fortress Press, 2005.

Stone, Howard. *Crisis Counselling*. 3rd Edition. Minneapolis, MN: Fortress Press, 2009.

Stairs, Marjorie Jean. *Listening for the Soul: Pastoral Care and Spiritual Direction*. Minneapolis, MN: Fortress Press, 2000.