Pastoral Identity and Practice
PT551
Spring 2015
3 Weekend Classes
Jan. 23-24; Feb. 20-21; April 10-11
6:00 – 9:00 P.M. Fridays
9:00 A.M. – 4:00 P.M. Saturdays

Outline

INSTRUCTOR:
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PURPOSE:
• To facilitate the development of pastoral identity, including what it means to begin to function as a pastoral professional.
• To begin to develop competence and confidence in initiating and developing pastoral relationships
• To increase knowledge about and understanding of pastoral care
• To develop the skills necessary to provide effective pastoral care

COMPETENCE OBJECTIVES:
• Demonstrate the development of Pastoral Identity
  o Develop a clear sense of one’s scope of practice as a pastoral professional, including the limitations of the professional role
  o Develop the ability to appropriately and authentically integrate one’s unique personality into one’s professional practice
  o Develop the ability to integrate behavioural sciences, psychology, and theology into the practice of pastoral care, including within the process of pastoral assessment
• Demonstrate the ability to effectively initiate and develop pastoral relationships
• Demonstrate an introductory knowledge of professional ethics and the ability to integrate this knowledge into one’s professional practice
  o Develop comprehension of and sensitivity to personal and professional boundaries
  o Develop awareness of and sensitivity to the dynamics of power and authority within a pastoral care relationship
FORMAT:
- Course is designed on an action/reflection learning model. Approximately one hour each week is focused on providing pastoral care. There will be nine three-hour class periods divided between three weekends focused on expanding our understanding of pastoral practice and care and reflecting on our practice.
- 3 Hour Class Periods
  - Didactic/Theory/Reading—topics to be considered:
    - Empathic Listening
    - The Art of Pastoral Care
      - Relationship
      - Scripture/Prayer
      - Rituals
      - Care vs. Advocacy
    - Formation of Professional Identity
    - Professional Boundaries
    - Professional and Bio-Medical Ethics
    - Initiating and Developing Pastoral Relationships
    - Elements of an Effective Pastoral Care Provider:
      - Attention
      - Quick to Listen, Slow to Speak
      - Compassion
      - Authenticity
      - Openness
      - Sensitivity
      - Respect
    - The Process of Pastoral Assessment
    - Dying, Death, Grief and Bereavement
      - Living wills
      - DNACPR
      - Withdrawal of life supports
      - Organ Donation
      - Physician Assisted Death
      - Grief: a Recovery Process
    - Caring for Elders
      - Alzheimer’s
      - Dementia
      - Loss
    - Dance of the Caregiver: Caring for Others - Caring for Self
  - Reflection on Practice

PRIMARY TEXT:
The Practice of Pastoral Care: A Postmodern Approach by Carrie Doehring, Louisville, KY: Westminster-John Knox Press. 2006
EXPECTATIONS AND EVALUATION:
1. Attendance as specified by VST requirements: reading all required assignments before class, preparation of in-class reflections and discussions, and participation in class discussions and group reflections.
2. **Beginning the week of January 19th**, each student will be expected to do a minimum of one hour of pastoral visiting each week, a minimum total of 8 hours for the course. The people visited may be living in their homes, in care facilities, or may be patients in the hospital. Students are to contact the instructor prior to the 19th if they need assistance in finding appropriate locations, venues or opportunities for pastoral visits.
3. Each student is encouraged to participate in other ministry opportunities with their parish, including worship leadership, preaching, etc. as time and opportunity permit
4. Each student will present reflection reports on their pastoral visits or encounters.
5. Each student will submit one verbatim report to the instructor.
6. Evaluation – Each student will write a paper in which they evaluate their ability to engage this learning process and their progress in developing the course competencies.

REQUIRED READING BEFORE FIRST WEEKEND OF CLASSES:

- Chapters 1 and 3 of Doebring text.