Syllabus
Course of Study - COS 323
Congregational Care

Fall 2018:  
Friday August 17, 2018 (6:00 - 9:00 PM)  
Saturday August 18, 2018 (8:30AM - 4:00PM)  
Saturday, October 13, 2018 (8:30AM - 4:00PM)  
Saturday, November 10, 2018 (8:30AM - 4:00PM)

Location:  
University of Indianapolis  
1400 E Hanna Ave, Indianapolis, IN 46227

Facilitator:  
Rev. Kimberly J. King, MDiv, MA, LMFT  
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Administrative Policies  
Course of Study for Licensed and Ordained Ministry and Advanced Course of Study  
Higher Education & Ministry General Board of Higher Education and Ministry  
(The United Methodist Church, August 2014)

General Policies  
In accordance with the General Administrative Policies of Course of Study for Licensed and Ordained Ministry and Advance Course of Study it is required that Course of Study courses be rigorous and theologically robust experiences. To that end, students shall complete significant reading and writing assignments. Students and faculty are required to read and work with the material in the assigned texts. It is expected that students complete assignments, papers and projects equivalent to 20 pages per course. The standard number of class hours for each of the basic courses is a minimum of twenty (20) hours.

Curriculum

1. Grounds local pastors in core competencies of biblical interpretation, historical and theological understanding, congregational leadership, and pastoral effectiveness.
2. Equip local pastors to be missional leaders with an ability to reflect critically on the social contexts and congregational dynamics articular to their ministry settings.
3. Cultivates in local Pastors practices of vital spirituality to nurture and sustain ministry, including a Christian hospitality that welcomes across boundaries.
4. Orient local pastors within the global United Methodist connection, inviting them to claim their role in the fulfillment of the church’s mission.
Atte
endance
A student is expected to attend every class session. Unexcused absences may be cause for loss of credit or dismissal from the school. A student missing twenty percent (20%) or more of the classroom work shall not receive credit for those classes.

Grades and Evaluation
Course of study schools will use letter grades A, B, C, D, or F. If, for personal or family reasons, a student must drop out of a course before completing it, an “Administrative Withdrawal” may be given.

Grade reports will be sent to the Division of Ordained Ministry, the annual conference, and (in case of extension schools) the Regional COS Director. The deadline for grades will be 60 days after the completion of class session. Grade reports from the extension schools will indicate whether the student is a part-time or a full-time local pastor. Incomplete grades that are not resolved within 60 days will be recorded as a F. An F or Administrative Withdrawal grade will remain on the transcript even if the course is retaken and passed.

Students who wish to have grade reports sent to undergraduate schools for purposes of receiving external degree credit may request them by writing to the division of Ordained Ministry, COS Registrar.

Course Description - COS 323 - Congregational Care

Pastoral care is ministry that relates to the psychological and theological needs of persons in faith communities. In this course, we will consider both theories of pastoral care and specific interventions for predictable human needs. Contemporary understandings of pastoral care are rooted in biblical and cultural faith traditions that include the pastoral roles of wise guide, prophet and priest (Gerkin, 1997). In addition to basic pastoral care and brief counseling for individuals, couples, families and communities, we will consider the ethical context of pastoral care, the healing functions of ritual, and theological responses to the question of theodicy: “Why do bad things happen to good people?”

Course participants will be asked to draw on their own experience in ministry and in life to role play pastoral care dialogues and to study specific cases. We will seek to balance the rich data contained in the “here and now” of pastoral interactions with the frameworks of faith, ethics and theological reflection that inform our pastoral service. We will also give attention to the pastor’s own need for care in relation to the varied demands of care giving.

Course Objectives
This course introduces students to the practice of congregational care and the pastor’s responsibility in caregiving. Upon completion of the course work students will be able to:

1. Demonstrate awareness of self as a caregiver
2. Develop, implement and manage appropriate types of care in varieties of settings, including congregations, hospitals, nursing facilities, prisons, homes, and the community at large.
3. Develop skills to address congregational care situations that include life-cycle transitions (premarital life, marriage and family life, divorce, remarriage, blended families, adoption), illness, aging, end of life challenges, dying, grief, bereavement, after-care, domestic violence, traumas, addiction, and suicide. Wellness – spiritual, emotional, intellectual and physical will also be explored.

4. Develop and organize systems of caring ministries within the congregation

5. Discern and implement appropriate boundaries, knowing when and to whom to refer people, and when and when not to share information.

6. Reflect on and practice skills of sensitive caregiving, using role play and analysis of case studies.

7. Reflect theologically about congregational care experiences

**Role Plays**
Most people learn by doing. A good way to train volunteers is to have them observe what you do. Do it with you. Then, you it alone. In that spirit, we will reenact are giving situations through role playing.
There are 3 basic roles – care seeker(s), care giver(s) and observer(s). Care seekers and observers will receive a brief scenario which will prepare them for their role play. Care givers do their work “live”, while observed by the larger group in a “fish bowl.” Everyone is expected to take one turn as a care giver and a second turn in one of the other roles. Role plays will be allowed 15 minutes followed by 15 minutes of evaluation and discussion by the observers.

**About the Facilitator**
Rev. Kimberly King is an Ordained Elder in The United Methodist Church and a Licensed Marriage and Family Therapist (LMFT). She is a graduate of Christian Theological Seminary (MDiv & MAMFT) and Indiana Wesleyan University (BS, Magna Cum Laude). Rev. King owns Compassionate Compass Counseling in Indianapolis where she is the primary clinician. Before opening the practice, she served for ten years as a Pastor in United Methodist congregations. During her tenure as a Parish Pastor, she accepted increasingly responsible roles including managing care for a large suburban congregation. Kim is passionate about the church’s role in supporting people who experience mental illness and has dedicated her ministry to mental health advocacy and congregational care development consulting.

Currently, Rev. King counsels individuals, couples, and families in ways that allow her clients to explore life challenges, discover opportunities for healing and growth and live into their full God-given potential. She considers being invited into the inner lives of clients an honor and believes her ministry of care is her calling from God. She especially enjoys helping clients successfully navigate the challenges that accompany life-cycle transitions. (career change, job stress, finding life-balance, spiritual growth, marriage, divorce, aging, grief), working with couples to resolve relationship distress, and with families experiencing divorce and blending opportunities.

Rev. King is an American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor. She is a Clinical Supervisor at Christian Theological Seminary facilitating clinical conversations on Cultural Competency and Sexuality and Gender in the Marriage and Family Therapy Practicum. She also teaches the Masters level course “Congregational Care” in the United Methodist Course of Study school.
Rev. King’s academic interests include family systems, systems theory, attachment theory, race studies, cultural competency, human sexuality, gender, clergy ethics, congregational care and helping people expand their conceptualizations in ways that support increasing integration of their physical, intellectual, emotional and spiritual selves.


**Requirements to Earn Credit**
1. Read text assignments and articles as indicated
2. On-time submission of written assignments (writing rubric will be distributed in class)
3. Actively participate in class discussions and role plays
4. Class presentation (presentation rubric will be distributed in class)

**Required Texts**

**Supplemental Texts**

**Reference Texts**
Class Schedule

Friday – 8/17/18 – Introductions to the course and to each other. What is pastoral care?

Readings:
- Peterson, *The indispensable guide to pastoral care*, pp. 1 – 22 (22pp)
- Selected readings (will be distributed in class for 9/10/17 discussion)

- Introductions, how is care offered in your setting, growing edges
- Review of syllabus, Q & A
- Defining pastoral care, sharing experiences
- Ethical principles
- Learning through individual work (reading and reflecting)
- Learning through group exercises and role plays
- Wrap-up

Saturday – 8/18/18 – Ethics, boundaries, care milieus, life-cycle considerations

Readings:
- Killen, *Pastoral care in the small membership church*, pp. 5-45 & 59-66 & 87-97 (48pp)
- Peterson, *The indispensable guide to pastoral care*, pp. 23-65 (35pp)
- Selected readings (will be distributed in class for 10/14/17 discussion)
- Role play assignments for 10/14/17 (scenarios will be distributed in class)

- Ethics and Boundaries of Congregational Care
- Self-Awareness
- Listening
- Types of Care in Congregations
  - Congregations
  - Hospitals
- Nursing Facilities
- Prisons
- Homes
- Communities
- **Care through the life cycle**
  - Premarital care
  - Marriage and birth (plus infertility and adoption, blending)

**Saturday – 10/13/18 – Culture, Diversity, Gender, Special Situations, Building Teams**

**Reflection Paper #1 Due**

Readings:
- Peterson, *The indispensable guide to pastoral care*, pp. 80-94 & 114-129 (31pp)
- Selected readings (will be distributed in class for 11/11/17 discussion and care system development)
- Role play assignments for 11/11/17 (scenarios will be distributed in class)

- **Care through the life cycle (continued)**
  - Care of children, youth, young adults, middle adults, older adults
  - Care in times of illness, loss, dying and death
  - Care following loss and death
- **Boundaries**
- **Referrals**
- **Legal implications**
- **Role Plays**

**Saturday – 11/10/18 – Developing Systems of Care**

**Reflection Paper #2 Due**

Readings:
- Flanagan & Thornton, *The Bloomsbury guide to pastoral care*, pp. 139-149 & 172-185 & 197-217 (44pp)
- Peterson, *The indispensable guide to pastoral care*, pp. 66-79 & 95-113 (32pp)
- **Special pastoral care situations**
  - Moral injury after war
  - Cultural considerations
- Tragedy aftermath
- Racial healing
- Conflict resolution

- Creating rituals
- Creating a system of care for your congregation
- Role Plays