CMN 4500  Shepherding in the Congregation  
May 18-21, 2015

Professor: Bryce Fox, PhD  
615.248.1389  
bfox@trevecca.edu

Professor Hours: Available as needed (please e-mail to set-up appointment)

Course Description  
Basic issues and strategies that inform the overall care of the local church as well as specific counseling issues faced by ministers.

Course Outcomes:  
- To understand the role of the Shepherd  
- To understand pastoral care  
- To understand the importance of modeling a healthy marriage  
- To be able to describe the importance of Shepherding your family, as well as, helping others do the same  
- To learn how to develop a family spiritual plan and organize your home.  
- How to help people deal with injustice in their life  
- To gain a greater appreciation for the need of pastoral counseling in the overall scope of pastoral ministry  
- To find a healthy balance between pastoral counseling and other responsibilities of the pastorate  
- To evaluate counseling techniques  
- Dealing with grief  
- Dealing with fear  
- Crisis counseling  
- To develop or enhance counseling techniques and skills that can be used in ministering to parishioners  
- To know, understand, and appreciate the strengths and weaknesses of pastoral counseling  
- To encourage utilization of the referral process and to enhance the skills necessary in making effective referrals

Textbooks:

EVERYONE:

- Peterson, Eugene H. *Five Smooth Stones for Pastoral Work*. Eerdmans, 1980  

ADD FOR DEGREE SEEKING:

**RECOMMENDED:**

- ABC’s of Healthy Grieving: A Companion for Everyday Coping (Paperback)  
  By Harold Ivan Smith
- Mad Church Disease: Overcoming the Burnout Epidemic  
  By Anne Jackson
- The Quick-Reference Guide to Counseling Teenagers  
  By Dr. Tim Clinton, Dr. Chap Clark and Dr. Joshua Straub
- The Quick-Reference Guide to Biblical Counseling  
  By Dr. Tim Clinton (Author), Dr. Ron Hawkins
- Cross-Cultural Counseling (Creative Pastoral Care and Counseling Series)  
  By Aart van Beek
- Ceremonies for Spiritual Healing and Growth  
  By Henry Close
- A loving home: Spirituality, sexuality and healing black life.  
  By Butler, L.
- Becoming a healthier pastor: Family systems theory and the pastors own family – By Richardson. R
- Listening and Caring skills in Ministry: A guide for pastors, counselors and small groups – By John Savage
- Courage After Fire: Coping Strategies for Troops Returning from Iraq and Afghanistan and Their Families  
  By Keith Armstrong, Suzanne Best, Paula Domenici

**Assignments:**

**CEU REQUIREMENTS (FOR OFFICERS AND CADETS NOT IN THE DEGREE-SEEKING PROGRAM)**

To receive 2 hours of CEU credit an officer must:

1. complete the preliminary pre-session reading of the assigned text: Peterson’s *Five Smooth Stones for Pastoral Work*,
2. after reading the book *Healing for Damaged Emotions* write a 5 page paper on your emotional readiness for ministry.
3. attend all class sessions (Monday – Thursday)
4. complete an in-class evaluation which includes writing a summary stating how the course's reading, lecture and discussion will impact their current ministry.

*CEU assignments are not given point values (points are received only by degree-seeking students who receive a final grade for the course) but are marked “Satisfactory” or “Unsatisfactory.”*
1) **Reading assignment.** CEU and Degree students will read Peterson’s *Five Smooth Stones for Pastoral Work* and be ready to discuss it at the beginning of class on **Monday, May 18.**

2) **Reading assignment and paper.** CEU and Degree students will read Seamand’s, *Healing for Damaged Emotions* and write a 5 page paper on your emotional readiness for ministry. Have there been hurts in your past in which you have not fully dealt? How do you see these affecting your life right now? How do you anticipate it affecting your ministry in the future if no further action is taken? What are some active steps to deal with these issues? If you believe you have dealt with past issues or pain, then describe what you have experienced and how you have dealt with these.

**CEU Students:** Due **Monday, May 18, at 12:30 p.m.** Email the assignment to the professor, or bring to class.

**Degree Students:** Please submit this paper through Trevecca’s learning platform (Connect). You will receive instructions about this procedure in a separate e-mail from Gail Pusey. This assignment should be submitted by **Monday, May 11, 2015.** All responses should be typed (12 point, Times New Roman, 1 inch margins) and be in MLA format.

3) **Reading assignment and book critique.** **Degree students** will read *The First 48 Hours: Spiritual Caregivers as First Responders* in its entirety and prepare a 4-5 page book critique, due **Monday, May 4.** All critiques should follow the guidelines provided.

This assignment should be submitted by **Monday, May 4, 2015.** Please submit the document through Trevecca’s learning platform (Connect). You will receive instructions about this procedure in a separate e-mail from Gail Pusey.

4) **Integrative paper.** **Degree students** will write a 4-5 page synthesis paper that summarizes and integrates all the insights and major concepts covered in the readings and class sessions, with reflection upon how the content can be applied in your particular area of ministry, due **Monday, June 8 (100) points—degree students only).**

5) **Interviews.** **Degree students only** will interview two pastors concerning the role counseling takes in their ministry. A questionnaire will be provided for your use but you are not limited to the questionnaire. Both pastors should be pastors of full-time ministries.

*AND*

Interview someone who has survived a crisis. Be sensitive to the timing of this. You do not want to interview someone who is currently in crisis. Make sure and be very clear about what you want to talk to them about. Do not put any pressure on them to be interviewed. If they say that they do not want to be interviewed simply say, “thank you, that is fine”. If they agree to be interviewed use the questions provided (You are not limited to these). A paper summarizing the findings of your interviews, as well as your reflections with evaluative remarks will be **due Monday June 29** (50 points each / total 150 points).
Submission of Assignments:

Designated assignments should be submitted through the Connect Learning Platform (unless otherwise noted).

Papers need to be dated on or before the designated due dates. The due date may only be extended for one week, at the discretion of the professor, if the extension is requested at least 3 days prior to the due date.

GRADE SCALE & Due date/Time Commitment/Points Chart:

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</th>
<th>Percentage or Points</th>
<th>TNU Quality Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>A+</td>
<td>98%</td>
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<tr>
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<td>A</td>
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<tr>
<td></td>
<td>A-</td>
<td>94.9%</td>
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<tr>
<td>Superior</td>
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<td>87.9%</td>
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<tr>
<td></td>
<td>B-</td>
<td>84.9%</td>
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<tr>
<td>Average</td>
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<tr>
<td></td>
<td>C-</td>
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<tr>
<td>Passing</td>
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<td>69.9%</td>
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<tr>
<td></td>
<td>D-</td>
<td>64.9%</td>
<td>.7</td>
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<tr>
<td>Failing</td>
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<td>Below 60%</td>
<td>0</td>
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<table>
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<tr>
<th>What</th>
<th>Due</th>
<th>Time</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Book Critique—<em>The First 48 Hours</em> (reading text and writing paper)</td>
<td>*May 4</td>
<td>20 hours</td>
<td>100</td>
</tr>
<tr>
<td>Reading <em>Five Smooth Stones</em></td>
<td>May 18</td>
<td>15 hours</td>
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<tr>
<td>Emotional Readiness Paper (reading text and writing paper)</td>
<td>May 11</td>
<td>25 hours</td>
<td>150</td>
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<tr>
<td>Class Participation</td>
<td>May 18-21</td>
<td>23 hours</td>
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<tr>
<td>Integration Paper</td>
<td>*June 8</td>
<td>15 hours</td>
<td>100</td>
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<tr>
<td>3 Interviews (50 x 3)</td>
<td>*June 29</td>
<td>17 hours</td>
<td>150</td>
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<td>Total</td>
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*Submitted through the Connect Learning Platform
# Tentative Class Sessions/Outline

## Christian Ministry Program

### Shepherding in the Congregation

<table>
<thead>
<tr>
<th>Day (hours without breaks)</th>
<th>Session</th>
<th>Hours Taught</th>
<th>Unit</th>
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<tbody>
<tr>
<td><strong>Monday Afternoon</strong></td>
<td>12:30- 2:30</td>
<td>2</td>
<td>Introduction &amp; Syllabus</td>
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<tr>
<td></td>
<td>3:00-4:30</td>
<td>1.5</td>
<td>The Shepherd</td>
</tr>
<tr>
<td><strong>Tuesday Morning</strong></td>
<td>8:00-10:00</td>
<td>2</td>
<td>The Shepherd and their family</td>
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<tr>
<td></td>
<td>10:30-Noon</td>
<td>1.5</td>
<td>The Shepherd and their flock</td>
</tr>
<tr>
<td><strong>Tuesday Afternoon</strong></td>
<td>1:00- 2:30</td>
<td>1.5</td>
<td>The Role of Counseling</td>
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<tr>
<td></td>
<td>3:00-4:30</td>
<td>1.5</td>
<td>The Stages and Tasks of Strategic Pastoral Counseling</td>
</tr>
<tr>
<td><strong>Wednesday Morning</strong></td>
<td>8:00-10:00</td>
<td>2</td>
<td>Church &amp; Counseling, The Need and Challenges of Pastoral Counseling</td>
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<tr>
<td></td>
<td>10:30-Noon</td>
<td>1.5</td>
<td>Practice Counseling</td>
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<td><strong>Wednesday Afternoon</strong></td>
<td>1:00- 1:30</td>
<td>.5</td>
<td>cont.</td>
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<tr>
<td></td>
<td>1:30-3:30</td>
<td>2</td>
<td>Marital Counseling for Pastors</td>
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<td></td>
<td>4:00-4:30</td>
<td>.5</td>
<td>cont.</td>
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<tr>
<td><strong>Thursday Morning</strong></td>
<td>8:00-10:00</td>
<td>2</td>
<td>Crisis Counseling</td>
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<td></td>
<td>10:30-Noon</td>
<td>1.5</td>
<td>Grief Counseling</td>
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<td><strong>Thursday Afternoon</strong></td>
<td>1:00- 2:30</td>
<td>1.5</td>
<td>The Referral Process</td>
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<tr>
<td></td>
<td>3:00-4:30</td>
<td>1.5</td>
<td>Ethical &amp; Legal Issues in Pastoral Counseling</td>
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<td>23</td>
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COMMON POLICIES

Attendance Policy
Regular class attendance is an important obligation and each student is responsible for all work conducted in class meetings. In emergency situations, a student may request to the faculty member, with approval by the Associate Director of the Christian Ministry Program, for missed sessions to be audio or video recorded (the student is responsible to provide for this). In addition to the student’s listening/watching the recording, the faculty member may require further work in order to make up for the missed sessions. The student must be in attendance for a minimum of 85% of the class sessions in order for this request to be considered. Appeal may be made to the dean of the School of Religion for further flexibility.

Academic Honesty
To protect the integrity of your university degree, academic honesty is expected of all students at Trevecca Nazarene University. TNU students are held to high standards of academic ethics, personal honesty, and moral integrity. Trevecca enforces these standards by dealing with academic dishonesty fairly and firmly. If plagiarism (using another’s statements or thoughts without giving the source appropriate credit) is confirmed, the assignment receives a grade of zero. The assignment is to be resubmitted properly (although the zero grade remains). Cheating on an exam, falsifying documentation, and dishonesty in reporting reading are just a few of the infractions that are grounds for course failure and/or program termination.

Disability Accommodations
Trevecca Nazarene University provides disability support services. Anyone who feels they may need an accommodation based on the impact of a disability and who would like to receive accommodations must register with Disability Services, in the Center for Leadership, Calling, and Service, room 212, 615-248-1346.

Late Work Policy
Papers need to be postmarked, or dated (emailed submissions) on or before the designated due dates. Each day (not counting Sundays) your assignment is late your grade on that assignment will be dropped by 10% (Degree Students).

Electronic Submissions
If an electronic submission is acceptable to the professor, it is the student’s responsibility to ensure the professor received the assignment.

Cell Phones/Internet
As a courtesy to the professor and other students cell phones (calls & text) and internet connections (email & surfing) are not to be utilized during class. In rare situations taking a personal call or text message may be appropriate, but arrangements should be made in advance with the instructor.
**Required Paper Format and Product**

Papers should conform to MLA standards for citations and formatting see: [http://owl.english.purdue.edu/owl/resource/557/01/](http://owl.english.purdue.edu/owl/resource/557/01/).

A polished product (with proper grammar and spelling, structured writing, and mature thought) is expected. Ask yourself:

1. Is the paper clearly written and logically organized?
2. Does it have a coherent argument toward a stated conclusion?
3. Have I, the writer, articulated a definite position of my own?
4. When other texts or positions are engaged, are they adequately understood, fairly characterized, and cited appropriately?
5. Does the paper follow sound conventions of academic writing, and is it polished?

It is advised that students ask a trusted colleague or friend to proofread their work after the student himself has proofread his paper.

**Academic Support/Writing Help**

Writing help is available from Trevecca’s Academic Services Center. Please email your paper to writingservices@trevecca.edu along with the following information:

- Class name
- Specific assignment requirements (or attach the class syllabus)
- Date the paper is due

A writing tutor will read the document and respond with suggestions for improvement. Please allow at least four days for the process.

**Disclaimer**

Please note that all digital communication content exchanged as part of this course, including email, online discussions, and chat sessions, are the responsibility of and owned solely by the author. It is also understood that all digital exchanges are submitted freely by each student.

**Guidelines for Book Critique**

1. Read the book thoroughly, thoughtfully, and carefully. Particularly be aware of significant and meaningful sections of the book and pay special attention to how the author develops the thought of the book.
2. Begin your critique by describing what you observed in #1 above along with what you perceive the author’s purpose to have been for writing the book.
3. Describe in detail the author’s strong points. Weak points. Major issues that were thoroughly examined. Major issues that were ignored or avoided.
4. Interact personally with the author and the overall purpose of the book. What was most helpful for you? Why? What did you learn in the book? With what areas did you particularly agree? Why? With what areas did you find troublesome or even disagreement? Why? For whom do you think reading this book would be of value?
5. Throughout your critique be certain to; major on major points, think critically (thoughtfully and reflectively) and analytically (how the parts of the book relate to the whole). Be sure to work with the full book rather than one area that engaged your attention.
Questions for Pastors in full-time ministry:

- What percentage of your time is spent counseling church members?
- Do you enjoy it? If so, Why? If Not, why not?
- Are their common problems that you are brought to you over and over? If so what are they?
- Do you have a common approach to dealing with these problems? If so what would that be?
- Do you have any resources that you commonly use? (Books, tapes, articles…)
- Is it ever a problem to keep your counseling out of your sermons/
- Do you offer or mandate premarital counseling before you marry a couple? If so do you do the counseling? What do you include in this?
- When do you know when you should refer?
- What was the most difficult case you have faced? How did you deal with it?
- What recommendations would you have for me as far as counseling as I enter ministry?

Questions for those that have survived a crisis:

- Could you please give me a brief summary of the crisis that you experienced?
- How long did this crisis last?
- Did you seek help/counseling during the crisis?
- If so, what made you realize that you needed help?
- What was the first step you took to resolve the crisis?
- Did it help?
- Could you explain the steps that helped lead you out of the crisis?
- Of these which one was the most beneficial?
- What was it about this that made it so effective in helping you?
- Is there anything you would do differently in the recovery process if you could go back and do it over again?
- What was the most negative part in the recovery process?
- Did anyone on the staff at your church assist in this process?
- Who was it and what did they do?
- Was this a good experience? Please explain.
- What suggestions do you have for me as a minister that will be offering assistance and counsel to individuals in crisis?