

**Wesley Theological Seminary**  
**Course of Study**  
**Term 2 | July 22 – August 1, 2019**

**CS-323 Congregational Care**  
**Instructor: Michael Koppel**  
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**Objectives:**

This course introduces students to practices of congregational care and the pastor's responsibility in caregiving.

Students will be able to:

1. Implement and oversee appropriate types of care in varieties of settings, including prisons, hospitals, nursing facilities, and homes.
2. Organize caring ministries within the congregation.
3. Discern and implement appropriate boundaries, knowing when and to whom to refer people, and when and when not to share information.
4. Reflect on and practice skills of sensitive caregiving, using role play and analysis case studies.

**Required Texts:**

Jeanne Hoeft, Shannon Jung, Joretta Marshall, *Practicing Care in Rural Congregations and Communities* (Fortress, 2013). ISBN#978-0800699543.

Larry Webb, *Crises Counseling in the Congregation* (Abingdon, 2011). ISBN#978-1426726989.

Ed Wimberly, *African American Pastoral Care and Counseling: Oppression and Empowerment* (Pilgrim, 2006). ISBN#978-0829816815.

**Writing Assignment:**

Complete the 10 page writing assignment (Times Roman 12 point font) described below and submit your paper electronically **by June 1, 2019** on Blackboard under Assignments. Please use only \*.docx, \*.doc, or \*.rtf formats.

Reflect intentionally on the questions and write about the most essential points.

1. Write a **two page** double-spaced summary of **each of the required texts**. In your summary, include
  - a) main points of the book, and
  - b) lessons you have learned for your own ministry.
2. **Three page** double-spaced paper on Care giving:

- a) Write one page on a situation in your ministry when you offered **effective** pastoral care.
  - b) Write one page on a situation in your ministry when you offered **ineffective** pastoral care.
  - c) In one page, **note what you think contributed** to the **effective** or **ineffective** care.
3. **One page** double-space paper on spiritual practice:  
Describe your primary spiritual practice, including what you do and how often. If you do not currently have one, what can you imagine doing on a regular basis?

Grading:

The instructor assumes that everyone in the class is capable of the work required to receive a “B” grade for each assignment. The following interpretations of the meaning of each grade have been developed to help class members review their work to identify strengths and problems.

A “B” means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.

A “B+” means the assignment is also well crafted.

An “A-“ means that the assignment is not only well crafted, but it also probes the issues with considerable insight.

An “A” means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student’s prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student’s imagination at work; it has a creative edge.

A “C+” means that the assignment lacks clarity or focus, tends to reveal more the writer’s opinions than the results of the writer’s analysis, and lacks reflective insight into the issues being discussed.

A “C” means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.

A “C-“ means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.

An “F” means the individual needs to see me immediately.

Grades will be reduced a step (e.g. from B to a B-) for assignments handed in after the start of class, and a full letter grade for any assignments 24 hours past due. Assignments over 48 hours past due will be lowered two letter grades. We need to talk if an

assignment is over 72 hours past due. Please note only two unexcused absences are allowed before grade is lowered one step.

Final course grades are mailed to the student, GBHEM in Nashville and the student's conference representative by September 30. Grades are not posted on-line.

#### Inclusive Language

In both oral and written contributions to the course, students are expected to be conscious of the power of language in theology. Inclusive language respects both gender and racial diversity, and students should demonstrate awareness that language about persons and God expresses values and impacts theological ideas in the details of race and gender connotations. Both gender and race are socially-constructed categories, and changing language is part of bringing justice to theological discourse.

#### Academic Policies

**Attendance:** Students are expected to attend all classes in their entirety. Faculty members have the authority to set attendance policies for particular courses and those policies will be included in the course syllabus. Deviation from the attendance policy may result in reduction of grade or loss of credit for the course.

**Plagiarism:** Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The faculty regards the following as forms of plagiarism or dishonesty:

- Copying from another student's paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing or presenting as one's own (i.e. without proper attribution) the composition or ideas of another.

Please refer to your Wesley Student Handbook (on-line) for more information about Wesley's academic policies or contact the Course of Study office 202-885-8688.