

**Course of Study School of Ohio
Hosted at Methodist Theological School of Ohio**

COS 323 – CONGREGATIONAL CARE

Summer 2018: August 6-10 & 13-16; 1:00 p.m.–3:15 p.m.

"Don't think that you need a lot of equipment for this: You are the equipment."
- Mark 6.8-9 in *The Message*, by Eugene Peterson

Instructor:

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<p>DUE DATES for Written Work July 30 – Reflection on Kornfeld Aug. 10 – Reflection on Hoeft, Jung, & Marshall Aug. 16 – reflection on Wimberly</p>

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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 of case studies.

REQUIRED TEXTS

Hoeft, Jeanne, Shannon Jung, and Joretta Marshall. *Practicing Care in Rural Congregations and Communities*. Minneapolis, MN.: Fortress Press, 2013. **ISBN: 0800699548**

Kornfeld, Margaret. *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. New York: The Continuum International Publishing Group Inc., 2001. **ISBN: 0826412327**

Wimberly, Edward. *African American Pastoral Care and Counseling: The Politics of Oppression and Empowerment*. Cleveland, OH: Pilgrim Press, 2006. **ISBN: 082981681X**

ASSIGNMENTS

1. DUE by Monday, July 30: Reflection on Kornfeld's *Cultivating Wholeness*

Read *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*, by Margaret Kornfeld.

Write a 5-6 page paper addressing each the following four bullet points below (which are related to the four sections of the book).

Submit your reflection via email to bbinau@capital.edu.edu with the title as follows:

Kornfeld reflection – your last name. (For example: Kornfeld reflection – Binau)

1. **Section I** unfolds the metaphor of minister as “gardener” and the congregation as “ground.” Explain and critique this metaphor by responding to the following two points:
 - What key characteristics of gardener and ground are necessary for a community to thrive?
 - Based on your own experience, what strengths and weaknesses do you perceive in this metaphor of gardener and ground?
2. **Section II** discusses a number of ways in which ministers can facilitate the wholeness of the persons and congregations they serve.
 - Identify one of these ways at which you believe you excel and why.
 - Identify one of these ways at which you believe you struggle and why.
3. **Section III** identifies a number of seasons in people’s lives during which care and counseling can be very meaningful.
 - Identify something in this section that for you was a new insight.
 - Briefly discuss how you might be able to use this new insight in a situation in your current ministry.
4. **Section IV** focuses on self-care and the importance of observing boundaries.
 - What in this section reassures you and why?
 - What in this section concerns you and why?

2. DUE by Friday, August 10: Reflection on Heoft, Jung, & Marshall

Read *Practicing Care in Rural Congregations and Communities*, by Jeanne Heoft, L. Shannon Jung, and Joretta Marshall.

Write a 5-6 page reflection paper addressing the three areas listed below.

Submit your reflection via email to bbinau@tsohio.edu with the title as follows:

Webb reflection – your last name. (For example: Heoft reflection – Binau)

1. Define the word “rural” in your own words, citing examples from the book *and* your own ministry that helped you arrive at this definition.
2. Chapters 1-4 address broad themes related to rural ministry. Respond to any *two* of the following questions (each of which relate to one of the four broad themes of the book) citing material from the book to help fashion your response.

- How is the care you provide shaped by the place in which you minister?
 - How does your community (both church community and the community in general) participate in care?
 - What opportunities for public leadership does your ministry present and how has your public ministry been received?
 - What particular challenges related to diversity are present in your ministry, and how are you helping your community ((both church community and the community in general) engage these challenges?
3. Chapters 5-7 relate the broad themes of the first four chapters to three difficult situations that all ministry contexts, and especially rural ones, confront. Select *one* of these three and explain how you are dealing with it in your ministry, citing material from the book to help fashion your response.
- Poverty
 - Violence
 - Illness

3. DUE by Thursday, August 16: Reflection on Wimberly

Read *African American Pastoral Care and Counseling: The Politics of Oppression and Empowerment*, by Edward Wimberly. Write a 5-6 page reflection addressing the following three items listed below.

Submit your reflection via email to bbinau@capital.edu with the title as follows: Wimberly reflection – your last name.

(For example: Wimberly reflection – Binau)

- Three terms/concepts are prominent in Wimberly’s book:
 - “recruited”
 - “political theology”
 - “modernity”

Define any two of these concepts in your own words and cite an example from your own ministry of where you have encountered this concept (perhaps without even knowing at the time what you were encountering).

- The United Methodist Church requires this book as a text for COS 323. Citing examples from the book and from your own ministry, make a case for whether you agree or disagree with this requirement.
- Wimberly includes many, many vignettes in his book – some from his own life, some from literature, some from the real life stories of other people. Cite any *two* such vignettes you choose (reference the pages on which they are found). For each vignette:

- Explain in your own words the point(s) you believe Wimberly is trying to make by including the vignette.
- Explain in what way(s) and for what purpose(s) you could use these vignettes in your own ministry.

PROBABLE COURSE SCHEDULE of TOPICS AND ACTIVITIES

COS 323 CONGREGATIONAL CARE –Aug. 6-16, 2018				
MON	TUE	WED	THUR	FRI
6 FAMILY SYSTEMS SMALL GROUPS	7 CARE/COUNSELING LISTENING	8 THE CARE OF SOULS ROLE PLAYING	9 MENTAL-EMOTIONAL HEALTH SMALL GROUPS	10 RURAL MINISTRY: DISCUSSING HOEFT <i>et. al.</i> ROLE PLAYING
13 SETTINGS & CONTEXTS CRISIS SITUATIONS	14 GRIEF AND LOSS ROLE PLAYING	15 INTIMACY in MINISTRY SMALL GROUPS	16 RACISM: DISCUSSING WIMBERLY WRAPPING UP	

GRADES

Students who have previously taken classes in the Course of Study School know that evaluations are done according to the following categories.

Overall Academic Performance	Very good	Good	Average	Poor	Very Poor	N/A
Critical thinking						
Evidence of foundational knowledge and specific vocabulary of discipline						
Research skills						
Preparation for class						
Class participation						
Evidence of theological depth						
Evidence of engagement with different perspectives						
Evidence of mature response to criticism						
Written Communication						
Correct grammar, spelling and sentence structure						
Expansive vocabulary and illustration						
Progression and coherence of argument/logical consistency						
Appropriate citations and bibliography						
Meets standards of assignments						
Relational Skills						
Contributions to learning community						
Interpersonal interaction						

Self-awareness						
Improvement/growth						
Comments:						

The only one of these categories that is “Not Applicable” (N/A) to this course is “Research Skills.” (You will not be expected to do “research” above and beyond the required reading for the course.) I will track your progress as diligently as I can in all the other areas. Please note that constant comments in class do not necessarily amount to “very good” class participation, and offering little does not necessarily mean participation has been “very poor.” As with all pastoral ministry, being timely, relevant, and succinct are important. “Relational skills” are obviously of utmost importance in a course like this one.

ACADEMIC HONOR

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one’s own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one’s own work with the work of another whether published or unpublished (including the work of another student). A writer’s work should be regarded as his or her own property. Any person who knowingly uses a writer’s distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student’s District Superintendent and Board of Ordained Ministry representative.

ABOUT THE INSTRUCTOR

Dr. Brad Binau is Professor of Pastoral Theology and former Academic Dean at Trinity Lutheran Seminary at Capital University in Columbus, Ohio, where he has taught for the past twenty-five years. Prior to joining the seminary faculty he served as a parish pastor in La Jolla, California, and before that did his doctoral work at Princeton Theological Seminary. His wife, Ann, is a Presbyterian minister serving Broad Street Presbyterian Church in Columbus, Ohio. They have three children, ages 26, 21, and 16, and an 11 year-old dog named Moxie. This is his tenth time teaching for the Course of Study at MTSO.