

Iowa Annual Conference Licensing School

Pastoral Care 2019

Faculty: Rev. Ann Donat

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All assignments are to be completed and written work emailed to: lisa.larson@iaumc.org no later than May 1, 2019. Also bring hard copies to class with you.

Required Texts:

- *Pastoral Care: An Essential Guide*, by John Patton
- *A Spirituality of Living*, Henri Nouwen Spirituality Series (Upper Room)
- attached article, "Pastoral Care of the Dying: The Art of Being Present"
- Recommended: *Boundaries: When to Say Yes, How to Say No*, by Cloud and Townsend.

All written work must conform to the following style:

- 12 font, Times New Roman, Double-spaced, 1" margins.
- Top of the first page: Student's full name, Names of Instructors, Course Title, Assignment Title, Date of paper.
- **Every page** after shall have a header with student's name and page number on the top of each page.
- Use either Word or PDF formats for all documents. **All saved documents must have the students name in the save file name.** Email the required documents (or any questions you may have about the requirements) to:

Lisa Steel

Director of Ministerial Services

Iowa Annual Conference of the United Methodist Church

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Des Moines, IA 50321

515-974-8939

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Licensing School Assignments:

1. Write a 4-6 page reflection paper. Describe your overall reactions to the texts, including what you find encouraging, what you find challenging, and questions that it raises for you. How does the author's approach to pastoral care fit with your experience of care in the church? This paper will be read by the instructors. You will share with the class only if you choose to share portions in class discussion.
2. Write two case studies (1-2 pages each) of situations in which you provided spiritual or emotional care to another person. (If you have not done so in a pastoral role, write about

any situation in which you offered help to someone else.) One should be a congregational or group situation, for example a conflict or difficult situation within a church body. The second should be a personal situation with an individual or family. Describe the situation and your response. Change or omit details that might easily identify individuals to protect privacy. In your case description, describe the setting, the reason you offered care, how the person or group responded both verbally and non-verbally. Note your reactions, body language, and emotions during the conversation. Reflect on what happened in the encounter. What seemed helpful to the care receiver(s)? How could you tell? What did not seem helpful? Why do you think so? What questions do you have about either the situation or your response? What might you do differently next time? Identify any learnings or insights from the texts that influenced your conversation? Assignment #2 may be shared during classroom discussions. Please bring a printed copy of these two case studies for your own use during class.

Evaluation:

You will be evaluated on:

1. participation in class
2. completion of assignments
3. understanding of materials.

Pastoral Care In-Class Objectives:

1. Demonstrate active listening and an ability to reflect theologically with others in order to see new possibilities in each life situation.
2. Know how to seek out community resources and make referrals as needed.
3. Understand that persons are nurtured in their faith through pastoral care of persons in crises or ongoing situations, visitation, and nurturing healing relationships and empowerment through all avenues of ministry.
4. Able to initiate a plan for pastoral visitation.
5. Show sensitivity to situations in need of crisis intervention into which a pastor might be called: i.e. child abuse, suicide threat, alcoholism, drug addiction, divorce, and relationship violence.
6. Demonstrate awareness of their own limitations and the limitations of any pastor in confronting these issues, along with an ability to make referrals.
7. Understand the nature of conflict and the pastor's responsibility in conflict situations.
8. Develop a thick skin while maintaining a tender heart.
9. Understand appropriate ethical and pastoral boundaries.
10. Learn and understand the spiritual disciplines and recognize the importance of self-formation.

11. Develop a realistic, balanced, and healthy schedule for pastoral life in their setting, taking into consideration issues such as time, formation, and boundaries.