



McMaster Divinity  
College

## MS 3XC3- Spiritual Care and Counselling

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**Mondays**  
**Sept 12 to Dec 12, 2017**  
**3:30 to 5:20 pm**

### 1. COURSE DESCRIPTION:

For much of the twentieth century there were those within the mainstream or secular counselling movement who perceived the work of spiritual care and the task of counselling as distinct and separate disciplines. Although this perspective constituted a major voice within the field there have been other voices who have put forward alternate perspectives. Within the APA, for example, there is a growing recognition of the importance of spirituality in people's lives that is producing a robust literature base related to the role of spirituality and spiritual interventions in counselling. A range of approaches to the intersection of spiritual care and the practice of counselling have emerged within the Christian community. These approaches include Christian psychology (which draws on the writings and wisdom of the Christian tradition), integrationists who seek to integrate psychology and theology, theological reflection on the human condition, and biblical counselling. This course is designed to support students to develop their own understanding of the intersection between the work of spiritual care and the task of counselling. Through assigned readings, case studies, and written work students will reflect on some key issues or concerns that are likely to be encountered during a person's work as a spiritual caregiver, pastor, or counsellor.

**Course Format:** The course objectives will be met through a combination of lectures, research and personal reflection.

**Specializations:** Christian Worldview (CW), Counselling and Spiritual Care (CS), and Pastoral Studies (PS).

**Doctor of Practical Theology** students who wish to apply for this course as an Advanced Elective for their degree program must consult with the Program Director of the DPT and the course instructor to develop an Advanced Elective approach to the course that fulfills the specific elements required by the DPT program. Once the elements of the Advanced Elective have been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective course. Once the application is accepted, DPT students can proceed with the course as part of their degree program.

### 2. REQUIRED READING:

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

### Textbooks – MTS & MDiv Students:

Pargament, Kenneth I. *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. New York, Guilford, 2011. ISBN: 9781609189938 **(CS students)**

Ramsay, Nancy J. *Pastoral Diagnosis: A Resource for Ministries of Care and Counseling*. Minneapolis: Fortress, 1998. ISBN: 0-8006-2629-X **(PS and CW students)**

Swetland, Kenneth L. *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations*. Grand Rapids: Kregel Academic and Professional, 2005. ISBN: 978-0-8254-3696-3 **(PS and CW students)**

### Textbooks – MA/PhD Students:

**MA and PhD** students who enroll in this course will be required to read 5000-6000 pages of written text that is relevant to the practice of chaplaincy and spiritual care and to give evidence of this reading in their written work.

#### Recommended Texts:

Johnson, Eric L. *Foundations for Soul Care: A Christian Psychology Proposal*. Downer's Grove: IVP Books, 2007.

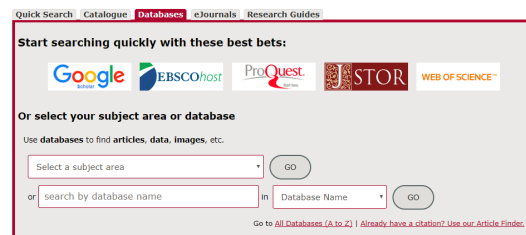
Johnson, Eric L. *God and Soul Care: The Therapeutic Resources of the Christian Faith*. Downer's Grove: IVP Books, 2017.

### Textbooks – DPT Students:

**Doctor of Practical Theology** students who enroll in this course will consult with the course instructor to develop a supplemental reading list. It is expected that DPT students will give evidence of this reading in their written work.

### Required Journal Articles:

All required articles are available via the electronic databases available through the Mills Library search engine for articles / databases. Depending on the article, you may need to enter either "ATLASerials" or "Journals @ Scholars Portal" into the box "**search by database name.**"



Abraham, Reggie. "Mental Illness and the Ministry of the Local Church." *Pastoral Psychology*, Vol. 63 (2014), 525–535 **(ALL students)**

Capretto, Peter. "Empathy and Silence in Pastoral Care for Traumatic Grief and Loss." *Journal of Religion and Health*, Vol. 54 (2015), 339–357. **(ALL students)**

Faigin, Carol Ann, et al. "Spiritual Struggles as a Possible Risk Factor for Addictive Behaviors: An Initial Empirical Investigation." *The International Journal for the Psychology of Religion*, Vol 24 (2014), 201-214. **(ALL students)**

Fowler, Dawnovise N. and Michele A. Rountree. "Exploring the Meaning and Role of Spirituality for Women Survivors of Intimate Partner Abuse." *The Journal of Pastoral Care & Counseling*, Vol. 64 (2010). **(ALL students)**

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- Graybeal, Clay. "Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm." *Families in Society*, 82 (May/June 2001), 233–242. **(CS students)**
- Griffith, James L., et al. "A Family-Based Mental Health Program of Recovery from State Terror in Kosova." *Behavioral Sciences and the Law*, Vol 32 (2005), 547–558. **(CS students)**
- Hunter, Bradley D., et al. "The Importance of Addressing Social Determinants of Health at the Local Level: The Case for Social Capital." *Health and Social Care in the Community*, 19 (2011), 522–530. **(CS students)**
- Larkin, Heather. "Mobilizing Resilience and Recovery in Response to Adverse Childhood Experiences (ACE): A Restorative Integral Support (RIS) Case Study." *Journal of Prevention & Intervention in the Community*, Vol. 40 (2012), 335–346. **(CS students)**
- Mercer, Joyce Ann. "Pastoral Care with Children of War: A Community-Based Model of Trauma Healing in the Aftermath of Indonesia's Religious Conflicts." *Pastoral Psychology*, Vol. 64 (2015), 847–860. **(PS and CW students)**
- Nguyen, Thanh Tu, et al. "Women Survivors of Sex Trafficking: A Trauma and Recovery Model Integrating Spirituality." *Counselling and Spirituality*, Vol. 33 (2014), 111-133. **(ALL students)**
- Özü, Öykü and Orkide Akpınar. "The Basics of Narrative Therapy: Reasons to be used as a Tool of Psychosynthesis." *Journal of Transpersonal Research*, Vol. 2 (2010), 116-124. **(ALL students)**
- Rolland, John S. "Cancer and the Family: An Integrative Model." *Cancer*, Vol. 104 (2005), 2584–2595. **(ALL students)**
- Schultz, Michael, et al. "Distinguishing between Spiritual Distress, General Distress, Spiritual Well-Being, and Spiritual Pain among Cancer Patients during Oncology Treatment." *Journal of Pain and Symptom Management*, Vol. 54 (July 2017), 66–73. **(PS and CW students)**
- Uys, Leana R. "Towards the Development of an Operational Definition of the Concept 'Therapeutic Use of Self.'" *International Journal of Nursing Studies*, Vol. 17 (1980), pp. 175-180. **(ALL students)**
- van Deusen Hunsinger, Deborah. "Bearing the Unbearable: Trauma, Gospel and Pastoral Care." *Theology Today*, 68 (2011) 8-25. **(PS and CW students)**

### 3. LEARNING OBJECTIVES:

Through required and optional reading, lectures, in-class / online discussion and exercises, and the completion of assignments, the student should fulfill the following course objectives:

#### Knowing

- To gain a bio-psychosocial-spiritual perspective on the work of spiritual care and counselling.
- To gain facility with current research and literature on a topic relevant to the student's current or future area of ministry or work.

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**Being**

- To be able to assess the impact of one’s own spirituality, beliefs, values, assumptions and power dynamics on their relationships with others.

**Doing**

- To be able to use a relational approach to assessment and care that sensitively encounters others and engages them in their healing process.
- To be able to understand a person’s source(s) of spiritual strength, hope, methods of coping, needs, risks and wellness goals.
- To be able to conduct a differential assessment of a person’s situation or needs using theological, socio-cultural and psychological frameworks.
- To be able to co-develop a spiritual care plan with the counsellee.
- To be able to provide a variety of interventions and approaches to spiritual care that are related to the needs assessment.

**4. PROFESSOR:**

**Biography:** Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an OAMFT/AAMFT Clinical Fellow & Approved Supervisor; and, a Certified Psycho-Spiritual Therapist & Certified Psycho-Spiritual Therapist Supervisor- Educator (CASC/ACSS). Dr. Mutter’s ministry and counselling experience includes both his work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

**Availability:** Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled. Otherwise, students may contact him at [mutterk@mcmaster.ca](mailto:mutterk@mcmaster.ca).

**5. COURSE SCHEDULE:**

Date	Class Topic / Theme
	<ul style="list-style-type: none"> <li>• Required Readings</li> <li>• Assignments</li> </ul>
Jan 8, 2018	Review of Syllabus Theoretical Foundations of Spiritual Care and Counselling (part 1)
Jan 15, 2018	Theoretical Foundations of Spiritual Care and Counselling (part 2)  <b>REQUIRED READING</b> <ul style="list-style-type: none"> <li>• <b>PS and CW students:</b> Ramsay, ch. 1.</li> <li>• <b>CS students:</b> a) Pargament, chs. 1 &amp; 2; b) Hunter et al. “The Importance of Addressing Social Determinants of Health at the Local Level.”</li> </ul>
Jan 22, 2018	Self-Awareness in Spiritual Care and Counselling  <b>REQUIRED READING</b> <ul style="list-style-type: none"> <li>• <b>All students:</b> Uys. "Towards the Development of an Operational Definition of the Concept 'Therapeutic Use of Self.'"</li> <li>• <b>PS and CW students:</b> Ramsay, ch. 2</li> <li>• <b>CS students:</b> Pargament ch. 3</li> </ul>
Jan 29, 2018	Relational Approach to Spiritual Care and Counselling  <b>REQUIRED READING</b>

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<b>Date</b>	<b>Class Topic / Theme</b> <ul style="list-style-type: none"> <li>• <b>Required Readings</b></li> <li>• <b>Assignments</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>All students:</b> Özü and Akpinar. "The Basics of Narrative Therapy"</li> <li>• <b>PS and CW students:</b> Ramsay, ch. 3</li> <li>• <b>CS students:</b> Pargament chs. 4 &amp; 9</li> </ul>
Feb 5, 2018	Assessment in Spiritual and Care and Counselling  <b>REQUIRED READING</b> <ul style="list-style-type: none"> <li>• <b>PS and CW students:</b> a) Ramsay, ch. 6; b) Schultz, et al. "Distinguishing between Spiritual Distress, General Distress, Spiritual Well-Being, and Spiritual Pain among Cancer Patients during Oncology Treatment."</li> <li>• <b>CS students:</b> a) Pargament, chs. 10 &amp; 11; b) Graybeal. "Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm." <i>Families in Society</i>, 82 (May/June 2001), 233–242.</li> </ul> <b>ASSIGNMENT DUE</b> <ul style="list-style-type: none"> <li>• Reading Response Paper</li> </ul>
Feb 12, 2018	Care and Counsel of Persons Living through Grief and Loss  <b>REQUIRED READING</b> <ul style="list-style-type: none"> <li>• <b>All students:</b> Capretto. "Empathy and Silence in Pastoral Care for Traumatic Grief and Loss."</li> <li>• <b>PS and CW students:</b> Swetland, ch. 6</li> <li>• <b>CS students:</b> Pargament, chs. 5 &amp; 6.</li> </ul>
<b>Feb 19, 2018</b>	<b>Family Day – No Class</b>
Feb 26, 2018	Care and Counsel of Persons Experiencing a "Crisis of Faith"  <b>REQUIRED READING</b> <ul style="list-style-type: none"> <li>• <b>CS students:</b> Pargament, chs. 7 &amp; 8.</li> </ul>
Mar 5, 2018	Care and Counsel of Persons Living with Illness  <b>REQUIRED READING</b> <ul style="list-style-type: none"> <li>• <b>All students:</b> Rolland. "Cancer and the Family: An Integrative Model."</li> <li>• <b>PS and CW students:</b> Swetland, ch. 5.</li> <li>• <b>CS students:</b> Pargament, ch. 12.</li> </ul>
Mar 12, 2018	Care and Counsel of Persons Living with Addictions (chemical addictions and process addictions)  <b>REQUIRED READING</b> <ul style="list-style-type: none"> <li>• <b>All students:</b> Faigin et al. "Spiritual Struggles as a Possible Risk Factor for Addictive Behaviors."</li> <li>• <b>PS and CW students:</b> Swetland, chs. 3 &amp; 8.</li> <li>• <b>CS students:</b> Pargament, ch. 13.</li> </ul>
Mar 19, 2018	Care and Counsel of Persons Living with Depression & Anxiety  <b>REQUIRED READING</b> <ul style="list-style-type: none"> <li>• <b>All students:</b> Abraham. "Mental Illness and the Ministry of the Local Church." <i>Pastoral Psychology</i>, Vol. 63 (2014), 525–535</li> </ul>

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<b>Date</b>	<b>Class Topic / Theme</b>
	<ul style="list-style-type: none"> <li><b>Required Readings</b></li> <li><b>Assignments</b></li> </ul>
	<ul style="list-style-type: none"> <li><b>PS and CW students:</b> Swetland ch. 1.</li> </ul> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>Essays (all students)</li> </ul>
Mar 26, 2018	<p>Trauma-Informed Spiritual Care and Counselling: Adverse Experiences and Determinants of Health</p> <p><b>REQUIRED READING</b></p> <ul style="list-style-type: none"> <li><b>PS and CW students:</b> van Deusen Hunsinger, "Bearing the Unbearable: Trauma, Gospel and Pastoral Care."</li> <li><b>CS students:</b> Larkin. "Mobilizing Resilience and Recovery in Response to Adverse Childhood Experiences (ACE)."</li> <li>Due: Essays (all)</li> </ul>
Apr 2, 2018	<p>Trauma-Informed Spiritual Care and Counselling: Gender-based Violence</p> <p><b>REQUIRED READING</b></p> <ul style="list-style-type: none"> <li><b>ALL students:</b> a) Fowler and Rountree, "Exploring the Meaning and Role of Spirituality for Women Survivors of Intimate Partner Abuse"; b) Nguyen, et al. "Women Survivors of Sex Trafficking: A Trauma and Recovery Model Integrating Spirituality."</li> <li><b>PS and CW students:</b> Swetland chs. 2, 7, 10.</li> </ul> <p><b>ASSIGNMENTS</b></p> <ul style="list-style-type: none"> <li>Book Reviews (MTS &amp; MDiv)</li> <li>Supplemental Reading (MA, PhD, DPT)</li> </ul>
Apr 9, 2018	<p>Trauma-Informed Spiritual Care and Counselling: Ministering in the Aftermath of Cultural Violence</p> <p><b>REQUIRED READING</b></p> <ul style="list-style-type: none"> <li><b>PS and CW students:</b> Mercer. "Pastoral Care with Children of War: A Community-Based Model of Trauma Healing in the Aftermath of Indonesia's Religious Conflicts."</li> <li><b>CS students:</b> Griffith et al. "A Family-Based Mental Health Program of Recovery from State Terror in Kosova."</li> </ul>

## 6. COURSE REQUIREMENTS:

<b>Assignments</b>	<b>Due Date</b>	<b>MTS/MDiv (CW &amp; PS)</b>	<b>MTS/MDiv (CS)</b>	<b>MA/PhD</b>
Attendance & Participation		10%	10%	
Reading Response Paper	Feb 5, 2018	25%	25%	20%
Essays (all)	Mar 19, 2018	35%	35%	40%
Book Review (MTS, MDiv)	April 2, 2018	30%	30%	
Supplemental Reading (MA & PhD)	April 2, 2018			40%

### A. Reading

#### 1. Reading Response Paper (MTS & MDiv)

This paper is to be a maximum of 1750 words (7 pp.).

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The intent of this paper is to promote “Knowing” and “Doing” by reflecting critically on the text (interpretive practice) and applying this insight to the practice of spiritual care (contextualization).

- Students in the Christian Worldview (CW) specialization are required to read chapter 2 of Ramsay’s book *Pastoral Diagnosis* and reflect on the “method” used as well as the author’s “ecclesial paradigm” (Table 2.1). Students are to reflect on ways in which the author’s ecclesial paradigm complements and/or critiques the counselling paradigms presented within the table.
- Students in the Counselling and Spiritual Care (CS) specialization are required to read chapter 3 of Pargament’s book *Spiritually Integrated Psychotherapy*. Students are to reflect on the author’s approach to the task of ‘integration’ as well as the extent to which this chapter may (or may not) contribute to their own approach to the integration of spiritual themes in the practice of counselling and spiritual care.
- Students in the Pastoral Studies (PS) specialization are required to read chapter 2 of Ramsay’s book, *Pastoral Diagnosis* and reflect on the “method” used as well as the author’s “ecclesial paradigm” (Table 2.1). Students are invited to create their own ecclesial paradigm based on either their denomination’s or personal doctrinal statement and to comment on how this paradigm might guide their ministry.

## **2. Reading Response Paper (MA / DPT / PhD)**

This paper is to be a maximum of 2500 words (10 pp.).

The intent of this paper is to promote “Knowing” and “Doing” by reflecting critically on the text (interpretive practice) and applying this insight to the practice of spiritual care (contextualization).

- MA / DPT / PhD students are required to read chapter 2 of Ramsay’s book, *Pastoral Diagnosis* and chapter 3 of Pargament’s book *Spiritually Integrated Psychotherapy*.
- Students are required to briefly reflect on the author’s approach to the task of ‘integration’ as described by each author, noting the strengths and shortcomings of each methodology (± 4.5 pages).
- Students are required to provide a summary description of their own approach to spiritually integrated psychotherapy that identifies their context, the values that will inform their work, and how they will be responsive to their client’s needs (± 4.5 pages).

## **3. Book Review (MTS & MDiv)**

**Due: April 2, 2018**

### ***Pastoral Studies (PS) and Christian Worldview (CW) Specializations***

Students in the Pastoral Studies and Christian Worldview Specializations are required to read Swetland’s book *Facing Messy Stuff in the Church* and to submit a summative reflection of 2000 words (8 pages, double spaced) which includes references to Swetland’s text. Students will identify how this text has contributed to their understanding of the work of pastoral care (i.e., Knowing), and highlight how the themes and emphases of this book have contributed to their ability to minister in difficult circumstances (i.e., Knowing & Being).

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Assignment Instructions:

To obtain maximum benefit from this assignment, students are encouraged to keep a reading journal and to ask themselves the following questions.

- What do I find helpful and challenging about this book?
- What does this book tell me about the practice of pastoral care?
- How has this book assisted the development of my own theory and theology of pastoral care?
- What questions does this book raise for me?

***Counselling and Spiritual Care (CS) Specialization***

Students in the Counselling and Spiritual Care specialization are required to read Kenneth Pargament's book *Spiritually Integrated Psychotherapy* and to submit a summative reflection of 2000 words (8 pages, double spaced) which includes references to Pargament's text. Students will identify how this text has contributed to their understanding of the practice of spiritually integrated counselling (i.e., Knowing), and highlight how the themes and emphases of this book have contributed to their self-awareness of the stresses, etc. that might interfere with their ability to spiritually sensitive spiritual care and counselling (i.e., Knowing & Being).

Assignment Instructions:

To obtain maximum benefit from this assignment, students are encouraged to keep a reading journal and to ask themselves the following questions.

- What do I find helpful and challenging about this book?
- What does this book tell me about the practice of spiritually integrated counselling?
- How has this book assisted the development of my own theory spiritually integrated counselling?
- What questions does this book raise for me?

**4. Supplemental Reading (MA & PhD students): ***Due: April 2, 2018*****

MA and PhD students are required to read 5000-6000 pages of supplemental material (i.e., articles, books, book chapters) that is representative of the historical (e.g., patristic, medieval, Reformation, post-Reformation; Orthodox, Catholic, & Protestant) as well as contemporary writings on the practice of self-care in ministry. It is expected that advanced degree students will write an integrated literature review essay (6000 words, 25 pages) in which they identify and discuss key themes that emerge from the literature.

**B. Essay (all students) ***Due: Mar 19, 2018*****

***MTS / MDiv Students***

Students are to draw on the course texts as well as an **additional 500 pages of reading drawn from chapters of books or journal articles** to engage one of the following themes relevant to the practice of self-care in ministry.

**Length:** max. 4000 words (16 pages); length includes footnotes and bibliography.



### ***MA / PhD Students***

Students are to draw on the course texts as well as an **additional 1500 pages of reading drawn from their Supplemental Reading** to engage one of the following themes relevant to the practice of self-care in ministry.

**Length:** max. 6000 words (24 pages); length includes footnotes and bibliography.

### ***Essay Themes/Topics:***

- Care and Counsel of Persons Living through Grief and Loss
- Trauma-Informed Spiritual Care and Counselling for those who have experienced cultural violence (e.g., refugees)
- Trauma-Informed Spiritual Care and Counselling for those who have experienced other forms of trauma (e.g., survivor of a mass shooting, victims of crime, survivors of a serious accident, etc.)
- Spiritual Care and Counselling in the Aftermath of Family Violence
- Spiritual Care and Counselling with Abuse Perpetrators
- Spiritual Care and Counsel of Persons Living with Addictions
- Spiritual Care and Counsel of Persons Living with Mental Health Concerns: e.g., Depression, Anxiety, etc.
- Spiritual Care and Counsel of Persons Living with Physical Health Concerns: i.e., Acute Illness, Chronic Illness.

Essays will be graded based on the following criteria,

- Evidence of graduate level research
- Evidence of a working knowledge of the theme that demonstrates the student's use of the course texts plus supplemental reading and an ability to discuss the theme in a way that reveals a nuanced understanding of the issues
- Self-knowledge of the student's own issues/needs/patterns
- Self-agency as evidence by identifying strategies the student will use to 'address' their own issues/needs/patterns
- Evidence of theological reflection and integration

## **7. COURSE ADMINISTRATION:**

**College Style for Submission of Written Work:** All written work—unless informed otherwise by the course instructor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College web-site <https://mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>

**Statement on Academic Honesty:** Academic dishonesty is a serious offense that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

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**Gender Inclusive Language:** McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

**Submission of Written Work:** All assignments are due on the day indicated (by email before 5 p.m. of the day due). *Late submission of assignments will be deducted one grade point for every late day.* All written work is to be submitted by email in either MSWord format, "Rich Text Format" (i.e., \*.rtf), or as an Open Office document. Graded papers will be returned to the student with comments in pdf format

**Length:** Students are expected to adhere to the page / word count.

**Cell Phone/Computer Policy:** Students are to refrain from texting or conducting cell phone conversations while class is in session. Should you need to maintain contact with family members and/or your church or ministry, please turn off the ringer to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom. The same policy applies to all computer-generated sound schemes, pagers, or other electronic annunciation systems.

### Select Bibliography

Aden, Leroy; Ellens, J. Harold. (eds.) *The Church and Pastoral Care*. Grand Rapids: Baker, 1988.

Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament*. Philadelphia: Jessica Kingsley Publishers, 2003.

Brooks, Thomas. *Precious Remedies against Satan's Devices* Carlisle, Pa.: The Banner of Truth Trust, 1662/1997

Capps, Donald. *Life Cycle Theory and Pastoral Care* Philadelphia: Fortress, 1983.

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Louisville, KY: Westminster-John Knox, 2015.

Fitchett, George. *Assessing Spiritual Needs: A Guide for Caregivers*, Revised Edition. Lima, OH: Academic Renewal Press, 2002.

Gerkin, Charles. *Widening the Horizons*. Philadelphia: Westminster Press, 1986.

Gerkin, Charles. *The Living Human Document*. Nashville: Abingdon, 1984.

Gingrich, Heather Davediuk, and Fred C. Gingerich (eds.). *Treating Trauma in Christian Counseling*. Downers Grove, IL: IVP Academic, 2017.

Hodge David R. *Spiritual Assessment: A Handbook for Helping Professionals*. Botsford, CT, North American Association of Christians in Social Work, 2003.

Holeman, Virginia Todd. *Theology for Better Counseling: Trinitarian Reflections for Healing and Formation*. Downers Grove: IVP Academic, 2012.

Johnson, David, and Jeff VanVonderen. *The Subtle Power of Spiritual Abuse*. Minneapolis, MN: Bethany Books, 1991.

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- Johnson, Eric L. (ed.). *Psychology & Christianity: Five Views*. Downer's Grove: IVP Books, 2010.
- Johnson, W. Brad, and William L. Johnson. *The Pastor's Guide to Psychological Disorders and Treatments*. New York: The Haworth Pastoral Press, 2000.
- Jones, F. Lee. *Pastoral Leadership Skills for the Multicultural, Multiethnic Church: A Case Study of Southeast Asians in an American Church*. Bloomington, IN: Xlibris Corporation, 2010.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Cleveland, OH: Pilgrim Press, 2006.
- Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2<sup>nd</sup> edition. London, UK: Jessica Kingsley, 2003.
- Miller, William R., and Kathleen A. Jackson. *Practical Theology for Pastors*. Englewood Cliffs, NJ: Prentice Hall, 1995
- Montilla, R. Esteban, and Ferney Medina. *Pastoral Care and Counseling with Latino/as*. Minneapolis: Fortress, 2006.
- Oden, Thomas C. *Pastoral Counsel*. NY, NY: Crossroad/Continuum Pub. Co., 1989.
- Oglesby, William B. Jr. *Biblical Themes for Pastoral Care*. Nashville: Abingdon, 1980.
- Pargament, Kenneth I. *The Psychology of Religion and Coping: Theory, Research, Practice*. New York, Guilford, 1997.
- Patton, John. *Pastoral Counseling: A Ministry of the Church*. Nashville: Abingdon, 1983.
- Reynolds, Thomas E. *Vulnerable Companions: A Theology of Disability and Hospitality*. Grand Rapids: Brazos Press, 2008.
- Switzer, David. *The Minister as Crisis Counselor*. Nashville: Abingdon, 1974.
- VanKatwyk, Peter L. *Spiritual Care and Therapy: Integrative Perspectives*. Waterloo, ON: Wilfrid Laurier University, 2003.
- Wade, Barry A. *Ministry at the Margins: Stories of Struggle, Survival, and Transformation at the Margins of Society*. Kingston, Jamaica: Caribbean Graduate School of Theology, 2011.