

McMaster Divinity College
MS 3XY3 Pastoral Care and Youth
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May 24 - 27, 2016

NOTE: Because of the May 24th weekend, this class will be only 4 days, Tuesday to Thursday, 9:00 to 4:00 pm, Friday 9:00 am to 12:00 pm

Description

This course is designed to address the pastoral care and counseling needs of adolescents (ages 11-19) from an emotional, social, physical, intellectual, spiritual and religious perspective. Developmental and emergency crises will be examined. Students will learn the theories, principles, and methods of pastoral care and counseling. They will be introduced to the process and skills of intervention in an individual, family and small group context. Lectures, video, role play, and case studies will provide students with the fundamentals of care and counseling with pre-teens to young adulthood.

Specializations

Church and Culture, Counselling and Spiritual Care, Pastoral Studies

Objectives:

Knowing

1. To become familiar with basic counseling needs of adolescents.
2. To enable students to understand the emotional, social, physical, intellectual, and faith transitions in adolescent development.

Being

1. To develop positive attitudes toward the churches' ministry with adolescents and the diverse cultural community in which they live.

Doing

1. To develop the basic skills of working with families of adolescents.
2. To develop specific individual and group intervention techniques for Pastoral Care and Counseling with adolescents in developmental need and in crises.

Methods:

- A. Presentation of information and modeling of basic pastoral care and counseling approaches will be done by means of lectures, video, and role-plays.
- B. Students form themselves into intervention groups of three to five persons each in order to plan a church or community response to specific adolescent crises.

- C. Independent library research will focus on readings, both assigned and elective, and the keeping of a reading journal derived from community observations and experiences in class.
- D. Independent research projects will focus either on theory of adolescent development or a selected crisis.
- E. Students will write two book reviews on the text books or a selection from the bibliography if they have already read these texts.

Required Texts

Rowatt, G. Wade, Adolescents in Crises
 Scales, Peter, et al. Developmental Assets

Requirements:

Relax, share in class, and participate in group discussions.

- A. Care for each other in the class and the groups.
- B. Turn in **two book reviews** on Rowatt Adolescents in Crises and Scales, Leffert, and Roehlkepartain, Developmental Assets. One is **due by the third day** of class and the other **two weeks later. (50%)**
- C. The **research project** can be a summary of a theory of developmental issues or a discussion of a crisis that the student has observed in adolescents. Reflect at least two resources other than those in class. **(25%)**
- D. A **self-assessment and journal** of class questions, reactions, and reading issues will be due the last day of class. **(25%)**

Book Reviews should include:

1. Give the Author, Title, and Publication Data. Provide a brief statement of who **the author** is and his or her **background** for writing this book.
2. State the **purpose** of the book and the **methodology** of the author.
3. How well did the author **accomplish the stated purpose**?
4. **Summarize each chapter** in sentence form. Give **your brief understanding** of the main points.
5. What were the **strengths and weaknesses** of this book?
6. **How** would you hope to **use this** in your current and/or future ministry?

7. Would you **recommend** this book to others? **Who? Why?**
8. If you use other reviews, be clear about **giving credit** and citations

Grading:

- 25% Book Review
- 25% Second Book Review
- 25% Research Project
- 25% Self-assessment and journal from group participation

Class Schedule:

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| May 24 | Introductions and expectations,
Understanding Pastoral Care and Counseling with Adolescents
Formation of Research Teams
Theological foundations of Pastoral Care and Counseling
Understanding Adolescents
Erickson on Adolescents |
| May 25 | Developmental Assets and Teens
Research Group Meetings
Family Dynamics and Adolescents
Care and Adolescent Faith Development
Counseling and Adolescent Depression and Suicide
Counseling and Adolescent Substance Abuse |
| May 26 | Research Group Meetings
Counseling and Sexual Problems of Adolescents
Counseling Adolescent Anger and School Violence
Care and Peer Pressure and Academic Problems
Programs that Work |
| May 27 | Research Group Meetings
Group Counseling with Adolescents
Cultural Issues and Adolescents
Group Evaluations
Course evaluations |

SELECTED BIBLIOGRAPHY

Beattie, Melody, Codependent No More, 1987.

Clinebell, Howard, Basic Types of Pastoral Counseling, 1996.

_____, Well Being: A Personal Plan for Exploring and Enriching the Seven Dimensions of Life, 1991.

Corey, M. S. and G. F. Corey, Groups: Process and Practice, 1996.

Devencenzi, Jayne and Susan Pendergast, Belonging: Self and Social Discovery for Children and Adolescents: A Guide for Group Facilitators, 1999.

Egan, Gerald, The Skilled Helper, 2000.

Fowler, James, Faith Development and Pastoral Care, 1987.

Gilligan, Carol, In A Different Voice: Psychological Theory and Women's Development, 1982.

Hiltner, Seward and Lowell Colston, The Context of Pastoral Counseling, 1961.

Jackson, Walter, Codependency and The Christian Faith, 1987.

Jacobs, E., Group Counseling: Strategies and Skills, 1997.

James, John W. and Frank Cherry, The Grief Recovery Handbook, 1988.

Lerner, Harriet, The Dance of Anger: A Woman's Guide to Changing the Patterns of Intimate Relationships, 1997.

Lester, Andrew D., The Angry Christian, 2003.

Oates, Wayne E., Confessions of A Workaholic, 1971.

Oates, The Christian Pastor, 1984.

Oates, The Struggle to Be Free, 1983.

Patton, John, Pastoral Counseling: A Ministry of the Church, 1984.

Ross, Sheldon D., Group Therapy With Troubled Youth, 1998.

Rowatt, Wade, Adolescents in Crises: A Guidebook for Parents, Teachers, Ministers, and Counselors, 2001.

Scales, Peter, et.al. Developmental Assets, 2004.

Stillion, Judith M. and Eugene E. McDowell, Suicide Across the Life Span, 1996.

Wimberly, Edward P., Counseling African American Marriages and Families, 1997.

Wright, Jesse H. and Monica Ramirez Basco, Getting Your Life Back: The Complete Guide to Recovering From Depression, 2001.

Policies for all Courses at McMaster

Textbook Purchase:

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 218, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstores, READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 : phone 416-620-2934; fax 416-622-2308; e-mail books@readon.ca. Other book services may also carry the texts.

College Style for Submission of Written Work ~ All written work—unless informed otherwise by the instructor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website.

Academic Dishonesty ~ Academic dishonesty is a serious offence in the academic world 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 the transcript, and/or suspension or expulsion from the College. It is your responsibility to understand what constitutes academic dishonesty. Please refer to the McMaster Divinity College Statement on Academic Honesty located at <https://www.mcmasterdivinity.ca/programs/rules-regulations>

Inclusive Language ~ McMaster Divinity College uses inclusive language 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 is a good example of the use of inclusive language. It is expected that all

students will use inclusive language in all MDC assignments.

Sexual Harassment ~ Sexual harassment is a violation of the integrity of persons in the form of unsolicited, unwelcome, verbal or physical behaviour, which discriminates on the basis of gender about a person's body, attire, gender, marital status or economic status. Among faculty, staff, and students, sexual harassment of any kind will not be tolerated.

Disclaimer ~ This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up until the first day of class.