



McMaster Divinity College

MS 3XM3 - Models of Spiritual Care Modified Hybrid Course

Kelvin F. Mutter, DTh
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Sept 15 to Dec 08, 2021
Wednesdays 10:00 – 11:50 am

1. COURSE DESCRIPTION:

The spiritual wellbeing of humanity is central to the mission Dei and the process of nurturing spiritual wellbeing in others is a vital component of Christian ministry. There are many ways in which spiritual care is provided and received both within and outside the community of faith. The reasons for this diversity in practice are varied and cannot be confined to a singular perspective based on historical typologies (cf. Gerkin, Halloway, Ramsay), ecclesiology (cf. Dulles), culture (cf. Lartey), etc.—although it is acknowledged that each of these perspectives provide insights concerning the practice of spiritual care. Students will reflect on the social locations of spiritual care and how these influence spiritual care practice. Students will reflect on selected historic models of spiritual care and how these models have undergone refinement, extension, diversification, and/or integration.

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

2. LEARNING OBJECTIVES:

Note: The learning activities and objectives of this course are co-ordinated with the expected competencies for CASC/ACSS certified professionals, revised June 19, 2019 (CASC/ACSS competencies 1.1–1.6, 2.1.1–2.1.4, 2.2.9, 2.3.1, 2.3.3, 3.1–4, 4.1, 4.2.1–4, 4.2.10–12, 4.3.1–5) and the College of Registered Psychotherapists of Ontario (CRPO competencies 1.1, 1.4, 1.5, 2.2, 3.2, 4.2, 4.5, 4.6, 5.2).

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

Knowing

- To describe how the social location of a person's 'practice' (e.g., agency, church, hospital) influences a person's response to the spiritual and existential needs of counselees, congregants, and members of the community.
- To describe the implicit and explicit worldview assumptions of different approaches to engaging the spiritual needs of counselees, congregants, and members of the community.
- To describe how of the processes of refinement, extension, diversification, and/or integration shape contemporary responses to the spiritual and existential needs of counselees, congregants, and others.
- To identify and describe how contemporary models of spiritual care demonstrate continuity with historic approaches.

Being

- To become aware of the student's assumptions and biases with respect to providing spiritual care to others.

- To reflect on the student’s identity as a care provider and how this identity shapes their practice of spiritual care.

Doing

- To use case studies to practice framing the practice of spiritual care.
- To identify the student’s current or anticipated practice context and which model(s) of spiritual care may be suitable in that setting.

3. COURSE TEXTS:

Bookstore: Texts may be purchased from the new *Hurlburt Family Bookstore* located beside the Chapel entrance, opposite Cullen Hall. It will be opening September 8th by appointment only due to Covid19 safety measures.

For orders in advance: Free shipping is offered to students.

Address: Read On Bookstore, 5 International Blvd., Etobicoke, Ontario. M9A 3C3.

Bookstore Phone: 416 620 2934

Cell to text orders: 416 668 3434

Email for orders books@readon.ca

3.1. Required Texts:

Students are required to read the chapters assigned to their degree specialization.

	Specializations
Anderson, Ray S. <i>Spiritual Caregiving as Secular Sacrament</i> . Philadelphia: Jessica Kingsley Publishers, 2003. ISBN 1-84310-746-5	CS, CW, PS
Benner, David G. <i>Soulful Spirituality: Becoming Fully Alive and Deeply Human</i> . Grand Rapids: Brazos, 2011. ISBN: 9781587432972	CW, PS
Cannon, Mae Elise, et al. <i>Forgive Us: Confessions of a Compromised Faith</i> . Grand Rapids: Zondervan, 2014. ISBN 9780310515968	CS, CW, PS
Dunlap, Susan J. <i>Caring Cultures: How Congregations Respond to the Sick</i> . Waco, TX: Baylor University Press, 2012. ISBN 9781932792874	CS, CW, PS
Jones, Russell Siler. <i>Spirit in Session: Working with Your Client’s Spirituality (and Your Own) in Psychotherapy</i> . West Conshohocken, PA: Templeton, 2019. ISBN 978-1-59947-561-5	CS

3.2. Required Readings: Counselling and Spiritual Care

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*, (2011) 19(5), 522–530.

Mutter, Kelvin F. "Mindfulness or The Peace of Christ." *Christian Psychology Around the World*, 7(2015), 72-82. Available on A2L.

St. Vil, Noelle M.. "A Culture of Mutual Support: The Impact of Giving and Receiving of Practical and Emotional Support on African American Marital Satisfaction." *Journal of Family Social Work*, 18(March 2015), 78–89.

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Sobczak, LaTanya Rucker and Lindsey M. West. "Clinical Considerations in Using Mindfulness- and Acceptance-Based Approaches with Diverse Populations: Addressing Challenges in Service Delivery in Diverse Community Settings." *Cognitive and Behavioral Practice*, 20(2013), 13-22.

Strohmaier, Sarah, et al.. "Effects of Length of Mindfulness Practice on Mindfulness, Depression, Anxiety, and Stress: A Randomized Controlled Experiment." *Mindfulness*, 12(October 2020), 198 - 214.

Weiler, Lindsey M. et al. "My village fell apart: Parents' Views on Seeking Informal Mentoring Relationships for Their Children." *Family Relations*, 69(December 2020), 983–95.

4. INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr.

Mutter is a Registered Psychotherapist (CRPO); an AAMFT Clinical Fellow & Approved Supervisor; a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS); and, a Registered Marriage and Family Therapist (CAMFT). Dr. Mutter’s ministry and counselling experience includes both his current 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.

5. COURSE SCHEDULE:

DATE	LOCATION	CLASS TOPIC / ACTIVITY
Sept 15, 2021	In-Person at MDC	Introductory Matters
		<i>Focus:</i> Continuity and Change in the Practice of Spiritual Care
CARING FOR, WITHIN, AND THROUGH COMMUNITY		
During this unit CS & PS students will complete the reading requirements for and submit Case Study #1; CW students will complete the reading requirements for and submit Theological Reflection #1		
Sept 22, 2021	Online	<i>Focus:</i> Continuity: Classical Foundations for Communal Care
Sept 29, 2021	In-Person at MDC	<i>Focus:</i> Theological Refinements for Communal Care <ul style="list-style-type: none"> • Post initial response to discussion #1 by 5:00 pm Friday.
Oct 6, 2021	Online	<i>Focus:</i> Practical Refinements in Communal Care <ul style="list-style-type: none"> • Response to at least one other student’s comments on discussion #1 by 5:00 pm Friday. .
GIVING AND RECEIVING HOSPITALITY		
During this unit CS & PS students will complete the reading requirements for and submit Case Study #2; CW students will complete the reading requirements for and submit Theological Reflection #2		
Oct 13, 2021	In-Person at MDC	<i>Focus:</i> Continuity: Caring for the “Least of These My Brethren” <ul style="list-style-type: none"> • Post initial response to discussion #2 by 5:00 pm Friday. • <i>Assignment(s):</i> Case Study #1 (CS & PS); Theological Reflection #1 (CW)

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DATE	LOCATION	CLASS TOPIC / ACTIVITY
Oct 20, 2021	Online	<i>Focus:</i> Diversification: Spiritual Care with Diverse Populations (part I) <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #2 by 5:00 pm Friday. .
Oct 27, 2021	READING WEEK – No Course Activities	
Nov 3, 2021	In-Person at MDC	<i>Focus:</i> Diversification: Spiritual Care with Diverse Populations (part II) <ul style="list-style-type: none"> Post initial response to discussion #3 by 5:00 pm Friday.
Nov 10, 2021	Online	<i>Focus:</i> Extension: Spiritual Care as Secular Sacrament <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #3 by 5:00 pm Friday. . <i>Assignment(s):</i> Case Study #2 (CS & PS); Theological Reflection #2 (CW)
CARING FOR INDIVIDUALS AND HOUSEHOLDS During this unit CS & PS students will complete the reading requirements for and submit Case Study #3; CW students will complete the reading requirements for and submit Theological Reflection #3		
Nov 17, 2021	In-Person at MDC	<i>Focus:</i> Continuity: Spiritual Care as "Soul Healing" and "Soul Care" <ul style="list-style-type: none"> Post initial response to discussion #4 by 5:00 pm Friday.
Nov 24, 2021	Online	<i>Focus:</i> Integration: Therapeutic Care as Spiritual Care <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #4 by 5:00 pm Friday. .
Dec 1, 2021	In-Person at MDC	<i>Focus:</i> Refinement: Rediscovering Soul Care <ul style="list-style-type: none"> Post initial response to discussion #5 by 5:00 pm Friday. <i>Assignment(s):</i> Case Study #3 (CS & PS); Theological Reflection #3 (CW);
Dec 8, 2021	Online	<i>Focus:</i> Integration: Use of Spiritual Practices within Therapeutic Care <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #1 by 5:00 pm Wednesday.

6. COURSE REQUIREMENTS:

Assignments	Due Date	MTS/MDiv	
		CS & PS	CW
Participation: In-person & On-Line classes	Weekly	15%	15%
Participation: Discussion Threads	As assigned	10%	10%
Case Studies (25% each)	As assigned	75%	—
Theological Reflection Papers (25% each)	As assigned	—	75%

6.1. Participation (Knowing, Doing, Being)

Due: Weekly

Both Synchronous and Asynchronous class sessions will include a mixture of lecture, discussion, case reflection and practice exercises. The participation grade will be based on the student's engagement

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with class activities (e.g., case studies, participation in discussion groups) and interaction with other students.

6.2. Discussion Boards (Knowing, Doing, Being) Due: When assigned

Learning Objectives: Fostering a community of learning, ii) contextualization (knowing + doing), and iii) professional formation (being).

Students are expected to participate in each scheduled discussion thread during the week it is assigned. The purpose of these discussion threads is to promote a *collaborative* understanding of the topic under discussion.

General Guideline:

Students are encouraged to use these discussion forums to ask questions about the topic and to respond to questions that are asked. These discussions are not intended to demonstrate your mastery of the subject. Rather the intent is to foster a conversation. *It is for this reason students are asked to limit each question you ask and each response to a question that you post to 250 words* (to illustrate, this paragraph is 91 words long). Please note that you will be asked to rewrite any post that is too long.

Grading:

For full credit each student must a) submit their first posting to each discussion by 5:00 pm on the Friday of the week the discussion is posted, and b) respond to at least one other student's by 5:00 pm the following Friday.

6.3. MTS/MDiv - CS & PS Specializations Case Study Assignments (Knowing, Doing, Being).¹

Learning Objective: To apply theory to practice.

Assignment Length: 2500 words (each case study)

General Guidelines:

- Students *WILL* reflect on the case study for their specialization:
- Familiarize yourself with the Case Study before reading the assigned readings.
- Consider the following questions.
 - Which ideas, concepts, or themes within the readings are important or relevant?
 - Which ideas, concepts, or themes within the readings raise questions to think about?
 - Are there any points of intersection between the Case Study and the assigned reading(s); reflect on and discuss these points of intersection.
- Write your case study reflection.

6.3.1. Case Study #1 Due: Oct 13, 2021

6.3.1.1. Counselling & Spiritual Care Specialization

Read chs. 1–5 of *Caring Congregations* by Susan Dunlap.

¹ The individuals and circumstances depicted in these case studies are fictitious. Any similarity to any person living or dead is merely coincidental.

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Read the articles by Hunter et al., St. Vil, and Weiler et al.

Case Study (Counselling & Spiritual Care): Charmaine’s Story, Part One

Charmaine is in her early fifties and has been widowed for four years. Recently she was involved in a motor vehicle accident (MVA) that resulted in her being hospitalized. Due to the nature of her injuries, she is no longer able to work fulltime as the sales manager for a manufacturing company. In addition, as a result of her limited mobility she spends a lot of time at home and is less active in the community than before the accident. Lastly, Charmaine’s primary support is a daughter who lives in a neighbouring community (about an hour away). You are a psychotherapist working in the community (or the chaplain at the hospital where she was treated). As part of her post-hospitalization treatment, Charmaine has been referred to you because it appears that she may be withdrawing from life. What else do you need to know about Charmaine’s life? Are there any concerns that may need to be assessed, monitored, treated, or referred to another provider? Discuss any points of intersection between the Case Study and the assigned readings.

6.3.1.2. Pastoral Studies Specialization

Read *Caring Congregations* by Susan Dunlap in its entirety.

NOTE: Students may elect to base their response on a single approach from Dunlap’s book as long as they compare and contrast this approach with at least one of the other approaches.

Alternatively, students may elect to develop an integrated response that incorporates practices from two or more of the approaches described by Dunlap.

Case Study (Pastoral Studies):

The onset of the COVID19 pandemic in late 2019 and early 2020 changed established social patterns in all sectors of society. Because so many of the work of churches and other religious communities occurs within situations that involve the gathering of people, these communities have experienced these social changes as being particularly disruptive. Indeed, these disruptions would have had an impact on many of the expressions of caring described in Dunlap’s book. Curiously, despite these disruptions some churches have sought new ways to create a sense of community. Admittedly, some of these ‘experiments’ have worked better than others.

Reflect on what Dunlap has to say about the nature of caring communities and imagine ways in which these principles, values, and characteristics might be useful in shaping religious communities in the so-called post-pandemic reality.

6.3.2. Case Study #2

Due: Nov 10, 2021

6.3.2.1. Counselling & Spiritual Care Specialization

Read *Spiritual Caregiving as Secular Sacrament* by Ray Anderson.

Case Study (Counselling & Spiritual Care): Charmaine’s Story, Part Two

In your initial meeting with Charmaine you obtained a fuller story of her life. As part of that assessment you inquired about her life before the accident as well as the physical, psychological, and social effects impact the accident has had on her life—i.e., evidence of a serious disorder of thought, cognition, mood, emotional regulation, perception or memory. Based on this assessment you and she agreed on an appropriate treatment plan.

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Charmaine began the fifth session by telling you that she is starting to think more clearly and to feel better about life. She went on to say that one evidence of this is the fact that she is actively acknowledging the grief she lives with following the death of her husband as well as her premature retirement from her career and selling the home that she loved—both due to the physical limitations resulting from the accident. She also informed you that she doesn't want to merely "adjust to the new realities of her life." Rather, she wants to forge a new life that allows her to both honour the past as well as create a new sense of purpose and meaning for herself.

Discuss any points of intersection between the Case Study and the assigned reading.

6.3.2.2. Pastoral Studies Specialization

Read *Spiritual Caregiving as Secular Sacrament* by Ray Anderson.

Case Study (Pastoral Studies):

You are the pastor of a downtown church in a mid-sized city. As part of its efforts to minister to the community, your church is open every day at noon to provide the people who work, shop, and live in the downtown core a place to sit and reflect. About six months ago a member of the community who has openly questioned the place of religion in modern life came in and sat in the silence for about an hour. About a month later they returned. In time the frequency of their visits increased to once or twice a week. A couple of weeks' ago this individual approached you as you were closing the building and indicated that they wanted to speak with you.

In your first meeting this person was open and said "Reverend, I am not into religion and I don't believe in God. I only started to come and sit in your chapel because I was looking for a peaceful place to sit and think." You thanked them for their honesty and waited for them to tell you why they wanted to speak with you... After some time they said, "I have been thinking it is time for me to get some things off my chest. ... For as long as I can remember, I have made it hard for people to get along with me or like me. Now that I am 42 years old I am realizing that I don't want to live like this anymore. Don't get me wrong, I am not into feel-good religion. However, the fact is, I know I need to change and I know I need someone to help me." When you asked them what kind of help they wanted, they told you about their life and the loneliness they feel because there is no-one who cares about what happens to them.

6.3.3. Case Study #3

Due: Dec 1, 2021

6.3.3.1. Counselling & Spiritual Care Specialization

Read chs. 5–9, and ch. 12 of *Spirit in Session* by Jones.

Read the articles by Mutter, Sobczak and West, and Strohmaier.

Case Study (Counselling & Spiritual Care): Charmaine's Story, Part Three

Part way through the first session Charmaine informs you that she was raised going to church and has given up on religion. She states that she is aware that you are a religious person and that she has no interest in religion being part of her counselling.

In the sixth session Charmaine tells you that one of her friends has connected her with a website that coaches people in the practice of mindfulness. She said she has been practicing mindfulness meditation for the last three weeks and that she finds this practice to be very relaxing. She also

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stated that these mindfulness meditations have made her aware that even if she is not a religious person that there is something in her that is inherently spiritual.

During her eighth counselling session Charmaine talked at length about the MVA, the legal process for getting money out of the insurance company, and the other driver's refusal to accept responsibility for the accident. At one point she looks up and says, "I guess I could forgive them, but I don't think I am ready to do that. I think I am afraid that if I forgive her that she will get off easy. I suspect I am holding on to my anger and resentment because I don't want her to have *easy forgiveness*. I think that is like the easy religion that I grew up with, it never changed anyone."

6.3.3.2. Pastoral Studies Specialization

Read *Soulful Spirituality* by Benner.

Case Study (Pastoral Studies):

Bob and Lisa are the parents of two children, ages 12 & 9, and members of your church. They purposefully purchased a home in a neighbourhood where everything, schools, shopping, and the church were in walking distance. Up until two years ago Bob and Lisa enjoyed going with their children after supper to a park about four blocks from home. One evening, Bob took their children on his own. Near dusk they headed home and stopped at the traffic light and waited for their turn to cross the road. They got about halfway across when one of the children stopped to pick something off the road. Aware that their children weren't beside him, Bob paused and looked backwards. That was when a driver made a right-hand turn and hit him, knocking him to the ground. Bob was taken to the hospital for assessment where it was determined that he had a broken hip and injuries to his lower back.

Today, two years later, Bob and Lisa are thankful their children were not injured. Bob's injuries, however, continue to place a heavy burden on the household. Bob still experiences significant pain in his hip and lower back. As a result, he continues to receive physiotherapy and he is only able to work part-time. To compensate for his lost wages, Lisa, who had been working part-time, is now working full-time. More significantly, however, they talk about how his injuries mean that the family cannot enjoy the active lifestyle they used to have, noting that they haven't been camping, gone on a nature hike, or spent a day at the beach since his injury. In addition, Bob tells you that he lives in a state of physical, mental and emotional exhaustion and he feels spiritually lost. He tells you that he identifies with biblical character Job, both his grief and his frustration with his friends, and that sometimes it feels like he (Bob) is sitting in a pile of ashes.

6.4. MTS/MDiv - CW Specialization Theological Reflection Assignments (Knowing, Doing, Being).

Learning Objective: To employ critical reflection with respect to the assumptions, values, and methods of selected models of spiritual care.

Assignment Length: 2500 words

General Guidelines:

- Read the assigned textbook and consider the following questions.
- *Identify the assumptions, values, and methods of the model of spiritual care presented in the book.*
- *Reflect theologically and philosophically on the assumptions, values, and methods of the model of spiritual care presented in the book. Which aspects of the model may be considered to fit a*

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Christian worldview, which aspects might not fit and can any of these be adapted to a Christian worldview?

- Write your case study reflection.

NOTE: Although students may use any model of theological reflection to guide them, they are likely to benefit from reading the first two chapters of *either* of the following texts.

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

Ramsay, Nancy J. *Pastoral Diagnosis: A Resource for Ministries of Care and Counseling*. Minneapolis, MN: Fortress, 1998.

6.4.1. Theological Reflection #1

Due: Oct 13, 2021

Read the text *Caring Congregations* by Susan Dunlap in its entirety.

Write a 3000 word (~12 pages) theological reflection on the text. Students are encouraged to base their reflection on a single approach from Dunlap's book and then compare and contrast this approach with at least one of the other approaches.

6.4.2. Theological Reflection #2

Due: Nov 10, 2021

Read the text *Spiritual Caregiving as Secular Sacrament* by Ray Anderson in its entirety.

Write a 3000 word (~12 pages) theological reflection that examines the potential strengths and shortcomings of Anderson's thesis and argument.

6.4.3. Theological Reflection #3

Due: Dec 1, 2021

Read the text *Soulful Spirituality* by Benner in its entirety.

Write a 3000 word (~12 pages) theological reflection that examines and discusses Benner's text.

7. COURSE ADMINISTRATION:

Instructor Availability:

Throughout the course, Dr. Mutter will be available via email or WebEx as well as the discussion forum on Avenue to Learn. Dr. Mutter may be contacted at mutterk@mcmaster.ca. During the hybrid week, Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled.

Interpersonal Interactions:

General: Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas. Feel free to respond logically, critically, and in an orderly manner.

Online Interaction: Students are encouraged to...

- Invite interaction through posting shorter comments and by asking questions.
- Remember we all have limited time; please respect everyone's time by posting short comments.
- Refrain from sharing personal information, remember this is an open forum. No one from this site will ever ask for personal information such as an email address or password.
- Refrain from typing in all capital letters as this may be perceived as yelling.
- Refrain from flaming, i.e., do not use these discussions forums to verbally express anger, displeasure, or other hostility towards others.

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In-Person Interaction Students are encouraged to...

- Arrive on time for class.
- Stay for the entire class session.
- Not engage in anything during class time that prevents them or other from focusing and participating in class discussions.
- Not to carry on private conversations in class. This applies to spoken and electronic communication. If something is unclear, the whole class will benefit by a question being asked out loud.
- Silence cell phones and related devices during class. If a student must for some reason accept a phone call, he or she ought to discretely leave the class to do so.

Written Work:

Gender Inclusive Language:

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

College Style for Written Work:

All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

Length:

Students are expected to adhere to the assignment page / word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

Submission of Written Work:

Except for the **Online Discussion**, 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. PDF files are not acceptable as it can be more difficult to provide comments and feedback on the assignment.

Deadlines:

All assignments are due on the day indicated (by email before 5 p.m. of the day due). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension has been obtained from the instructor prior to the deadline. Assignments cannot be submitted after April 9, 2021 without written permission from the Office of the MDC Registrar.

Statement on Academic Honesty:

Academic dishonesty is a serious offence 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

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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>. All submitted work is subject to normal verification standards to ensure that academic integrity has been upheld (e.g., online search). In this course we will be using a web-based service (turnitin.com) for plagiarism detection for research assignments submitted by students.

8. SELECT BIBLIOGRAPHY:

- Anderson, Ray S. *An Emergent Theology for Emerging Churches*. Downers Grove, IL: InterVarsity, 2006.
- Bartlett, David Lyon, *Ministry in the New Testament*. Minneapolis: Fortress, 1993.
- Cabot, Richard Clarke and Russell L. Dicks. *The Art of Ministering to The Sick*. New York: The Macmillan company, 1936, republished 1953.
- Clebsch, William A., and Charles Jaeckle. *Pastoral Care in Historical Perspective*. New York: Aronsen, 1964.
- Clinebell, Howard J., and Bridget Clare McKeever. *Basic Types of Pastoral Care & Counseling: Resources for the Ministry of Healing and Growth*, 3rd edition. Nashville: Abingdon, 2011.
- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*, Revised Edition. Louisville, KY: Westminster-John Knox, 2015.
- Dykstra, Robert C. *Images of Pastoral Care: Classic Readings*. St. Louis, MO: Chalice, 2005.
- Farris, James R. ed. *International Perspectives on Pastoral Counseling*. Binghamton, NY: Haworth. 2002.
- Garland, Diana R.. *Family Ministry: A Comprehensive Guide*, 2nd Edition. Downers Grove, IL: IVP Academic, 2012.
- Gerkin, Charles V. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997.
- Gibbs, Eddie. *Church Next*. Downers Grove, IL: IVP, 2000.
- Gibbs, Eddie and Ryan K Bolger. *Emerging Churches: Creating Christian Community in Postmodern Cultures*. Grand Rapids: Baker, 2005.
- Gregory the Great. *Pastoral Care*. Vol. 11 of *Ancient Christian Writers*, edited by Johannes Quasten and Joseph C. Plumpe. Translated by Henry Davis. New York, Newman, 1950/1978.
- Holifield, Brooks E. A. *History of Pastoral Care in America: From Salvation to Self-Realization*. Nashville: Abingdon, 1983.
- Kemp, Charles F., *Physicians of The Soul: A History of Pastoral Counseling*. New York: Macmillan, 1947.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Cleveland, OH: Pilgrim Press, 2006.
- Magnuson, Norris and Beth Magnuson. *Salvation in the Slums: Evangelical Social Work 1865-1920*. Portland, OR: Wipf & Stock, 2004.
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