



## P425 Pastoral Care

3 credits. Prerequisites: P221 Introduction to Pastoral Life and Leadership.

👤 Mississauga Campus 'A' Livestream 📺 Video on Demand

November 9 – December 18, 2026

Term B

Monday & Wednesday, 10am-1pm ET (9am-12pm SK)

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*Please note: This course has reading due at 8pm ET on the first day of class  
(see Assignments #1 and #3).*

### Course Goals

#### Course Description

A study of key issues and methods for pastoral care. Students will gain the foundational skills to address specific issues such as following up with visitors and absentees, preparing for and performing of marriage ceremonies, making hospital visitations, preparing for funerals and ministering to grieving families and caring for those with substance abuse, family conflict, and other issues. Students will also engage in the self-examination necessary to prepare themselves to be a healthy pastoral caregiver.

#### Relationship to Horizon and MCS's Missions

Pastors will find themselves in the role of a caregiver whether they feel competent or not. Pastoral care remains a part of the pastor's life regardless of how specialized the organized church and society at large become. Our people want real answers that are biblically sound and delivered competently.

#### Course Competencies and Learning Outcomes



To demonstrate competency in *Spiritual Maturity* students will:

1. Prepare themselves for pastoral care by examining their own personal struggles and making decisions to move toward healing.
  - *Assessment:* Benner Reading; Resolving Spiritual Conflicts Exercise



To demonstrate competency in *Ministry Development* students will:

2. Explain key issues in pastoral care.

- *Assessment*: Benner Reading; Resolving Spiritual Conflicts Exercise; Presentation; Interview Report
- 3. Practice with professionalism the foundational skills necessary for godly and competent pastoral care (i.e., assessing problems, empathizing, listening, referencing appropriate Scriptures, and prayer).
  - *Assessment*: Presentation; Marital Care
- 4. Identify key scriptures that are beneficial for pastoral care in various situations.
  - *Assessment*: Presentation; Marital Care; Interview Report
- 5. Plan for ad hoc pastoral care functions (e.g., marriage ceremonies, funerals, hospital visitation).
  - *Assessment*: Marital Care; Grief and Loss Care Plan

Therefore, the following areas of competency development apply to this course:

- *Spiritual Maturity* is demonstrated by participating in and modeling a vibrant relationship with the triune God, practicing core spiritual disciplines, exercising spiritual gifts for the benefit of others, and remaining committed to lifelong spiritual formation, resulting in ever-increasing Christlikeness (see Learning Outcome #1).
- *Ministry Development* is demonstrated by a capacity for advancing ministries with an awareness and use of effective ministry models for engaging with and equipping others in worship, witness, discipleship, care, and service to the world (see Learning Outcomes #2-5).

## **Course Work**

### **Required Readings**

Anderson, Neil T. *The Steps to Freedom in Christ: A Biblical Guide to Help You Resolve Personal and Spiritual Conflicts and Become a Fruitful Disciple of Jesus*. Bloomington, MN: Bethany House, 2017. ISBN: 9780764219429.

[DTL](#)

**\*NOTE:** This hands-on letter-sized guide (Appendix of *The Bondage Breaker*) provides a spiritual inventory designed to help readers identify and break free from condemning thoughts, compulsive behaviors, personal conflicts, and spiritual struggles. It aims to lead individuals out of any type of personal or spiritual bondage and into a daily experience of victory over sin and doubt, allowing them to reclaim the promise of freedom that Christ offers. I recommend having this as a go to for pastoral ministry.

Benner, David G. *Strategic Pastoral Counseling: A Short-Term Structured Model*. 2nd edition. Grand Rapids, MI: Baker Academic, 2003. ISBN: 9780801026317.

[DTL](#)

Collins, Gary. *Christian Counseling: A Comprehensive Guide*. 3rd edition. Nashville: Thomas Nelson, 2007. ISBN: 9781418503291.

[DTL](#)

**\*NOTE:** One chapter is required reading for your presentation (see Assignments #1 and #7).

**\*\*While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon**

graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

### Suggested Readings

Blackburn, Bill. "Pastors Who Counsel." In *Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors*, edited by Randolph K. Sanders. 2nd edition. Downers Grove: IVP Academic, 2013. ISBN: 9780830895984.

[DTL](#)

McClintok, Karen A. *Trauma-Informed Pastoral Care: How to Respond When Things Fall Apart*. Minneapolis, MN: Augsburg Fortress, 2022. ISBN: 9781506480718.

[DTL](#)

Howard, J Clinebell Jr Trustee, and Bridget Clare McKeever. *Basic Types of Pastoral Care and Counseling: Resources for the Ministry of Healing and Growth*. Third Edition. Nashville: Abingdon Press, 2011.

[DTL](#)

Waters, Sonia E. *Addiction and Pastoral Care*. Grand Rapids, MI: Eerdmans, 2019. ISBN: 9780802875686.

[DTL](#)

### Course Assignments and Activities

#### 1. Pre-Course Reading & Topic.

In his text *Christian Counseling*, Gary Collins addresses many issues that people in our churches struggle with every day. You are to skim and choose one of the issues from Chapters 8 to 32 for your presentation (see Assignment #2 below). You can see the Table of Contents [here](#).

**Sign up for your presentation topic using [this sign-up sheet](#). There is only one presentation per topic, so please sign up as soon as possible to secure your top choice for the presentation. When signing up, ensure your topic is different from the other topics already chosen. There is only one presentation per topic, so please sign up as soon as possible to secure your top choice for the presentation. When signing up, ensure your topic is different from the other topics already chosen.**

To access your chapter, use the copy on reserve in the library or on the [DTL](#). This is required for the Presentation (see Assignment #7).

- **Due date:** November 9, 2026 at 8pm ET

#### 2. Resolving Spiritual Conflicts Exercise – 10%

This assignment invites you to move beyond the theory of pastoral care and personally experience the steps of spiritual freedom and conflict resolution outlined by Neil Anderson. Experiencing this process firsthand is foundational to effectively guiding others through their own spiritual struggles.

### Assignment Instructions

1. **Engage the Text:** Read the designated textbook chapters thoroughly, focusing on Anderson's framework for identifying and resolving spiritual conflicts.
2. **Personal Application:** Prayerfully walk through the practical steps outlined in the text to evaluate, address, and resolve any areas of spiritual conflict or strongholds in your own life.
3. **The Written Reflection:** Write a reflective paper detailing your personal journey through this process.

### Privacy & Boundary Guidelines

Because this assignment involves deep personal inventory, **maintaining your comfort and emotional boundaries is a priority.**

- You are *not* expected to disclose deeply private or sensitive details that you are uncomfortable sharing with the instructor.
- Focus your writing on the **mechanics of your experience**—how you engaged with the steps, what you discovered about the process of spiritual resolution, and how this personal application will shape your ability to offer wise counsel and pastoral guidance to others.
- Related learning outcomes: #1, 2.
- **Assignment length:** 2 pages.
- **Due date:** Friday, November 13, 2026 at 8pm ET.

### 3. *Benner Reading* – formative

Read the Benner textbook according to the suggested chart below, as it will be part of your Presentation Assignment.

| Chapter                                                  | Due date              |
|----------------------------------------------------------|-----------------------|
| 1. Pastoral Counseling as Soul Care                      | Monday, November 9    |
| 2. The Uniqueness of Pastoral Counseling                 | Friday, November 13   |
| 3. The Strategic Pastoral Counseling Model               | Friday, November 20   |
| 4. The Stages and Tasks of Strategic Pastoral Counseling | Friday, November 27   |
| 5. Ellen: A Five-Session Case Illustration               | Friday, December 4    |
| 6. Bill: A Single-Session Case Illustration              | Wednesday, December 9 |
| Appendix: Ethical Considerations in Pastoral Counselling |                       |

- **Final due date:** December 9, 2026 at 10am ET (in-person / livestreaming)
- **Final due date:** December 9, 2026 at 8pm ET (VOD).

### 4. *Marital Care* – 20%

A couple from your ministry context asks if you can marry them. The bride and groom are devout Christians. As a pastor, you must outline your approach to their marriage preparation and their wedding day. Include relevant class lectures, readings, and biblical references. Please submit a single document with clear sub-headings that addresses the following three sections.

- a) **Outline Pre-Care (5 marks):** Outline the pre-marital counseling and spiritual guidance you would provide to the couple. What biblical principles would you discuss, and how would you prepare them for a marriage covenant under these circumstances? This should be 1-2 pages.
  - b) **Detailed Ceremony Outline (10 marks):** Write a detailed ceremony outline from the processional to the recessional. Your outline should include the key elements as discussed in class lectures. This should be 2-3 pages.
  - c) **Outline Post-Care (5 marks):** Outline the pastoral follow-up you would provide to the couple in their first year of marriage. What resources or guidance would you offer to help them navigate their spiritual journey together? This should be about 1 page.
- Related learning outcomes: #3, 4, 5
  - **Assignment length:** 4-5 pages.
  - **Due date:** November 20, 8pm ET.

#### 5. *Interview Report – 25%*

Choose one pastor for an interview. The purpose of this assignment is to assess the work dynamics, care approaches, and community resources used by a professional pastor. From your interview notes, prepare a written report that summarizes what you have learned about the role of **pastoral care and guidance** in this pastor's ministry.

- Also include some summative commentary about what your interview (and subsequent reflection) has taught you about **pastoral guidance and caregiving** beyond the specific details of this individual pastor.
- List key scriptures that the pastor would use when providing **wise counsel and pastoral care**, noting the specific settings or life situations where they apply.

See Guidelines for the interview in Appendix A.

- In addition to the above, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide
  - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Include basic details about the pastor in introduction (name, years in ministry).
  - Divide the report into clear sections.
- Related learning outcomes: #2, 4.
- **Assignment length:** 6-7 pages.
- **Due date:** November 27, 2026 at 8pm ET.

#### 6. *Grief and Loss Care Plan – 25%*

This assignment evaluates your capacity to merge practical environmental awareness with real-world pastoral leadership during an acute season of communal grief. You will demonstrate a clear understanding of the logistics of a funeral home, design a comprehensive care plan from the moment of death to the graveside, and critically evaluate your care methodology using your course learnings.

All in-person and online students living within the local area (defined as a 20-minute drive or less from the facility) are required to physically attend the guided group tour at the designated

site. If you live outside of the local area as an in-person or online student, or are VOD, you may fulfill the Section A field requirement using **one** of the following three options:

- **Option 1:** Arrange and attend an educational tour at a professional funeral home local to your community.
- **Option 2:** Watch the recorded video of the Neweduk Chapel tour provided on the course portal.
- **Option 3:** Watch a pre-approved (email me the link before writing your report) professional tour video that provides a comprehensive look at chapels, visitation rooms, and logistical areas.

### Reporting Instructions

*Section A:* Funeral Home Tour Review (10 Marks) **Length:** 1/2 to 1 page

Identify and discuss **5 or 6 key points** regarding the facility layout, logistical flow, or staff collaboration. Explain how these physical details will help you provide wise counsel and care for the sick, dying, and bereaved.

*Section B:* Pastoral Funeral Plan Case Study (5 Marks) **Length:** Approximately 2 pages (Bullet points are acceptable)

**Case Scenario:** A respected, 60-year-old volunteer in your church community has suddenly passed away. As the Associate Pastor, you are officiating the funeral. Map out your step-by-step care and operational plan across these phases:

1. **Initial Response:** From the moment you hear the news of the death.
2. **Preparation Phase:** Coordinating with the family and the funeral director.
3. **The Funeral Service:** Your leadership role during the service.
4. **The Committal:** Leadership from the chapel to the final burial site.
5. **Biblical Message Outline:** A basic outline of your scriptural message of comfort.

*Section C:* Critical Care Reflection (5 Marks) **Length:** 1/2 to 1 page

Identify what you would now **do differently** when caring for the grieving based on course learnings. Explain the “why” behind these adjustments to your pastoral approach.

- In addition to the above, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide
  - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Refer to the “Funeral Planning Checklist.”
- Related learning outcome: #5.
- **Assignment length:** 3-4 pages (½-1 page for Part A; 2 pages for Part B; ½-1 page for Section C).
- **Due date:** December 4, 2026 at 8pm ET.

### 7. *Presentation* – 20%

In addition to completing assignment #1 and #3, prepare a 7 to 10-minute sermon or teaching lesson and present it to the class. Explain what the issue is and explain how to pastorally guide someone through the issue, referring to key scriptures you may use to counsel someone through this issue.

The final 5 minutes of the presentation will involve you practicing your pastoral counselling skills on a fellow student, who will role-play that they are struggling with the chosen issue (e.g., A fellow student will pretend to struggle with anorexia and you must pastorally counsel them through this problem). In this role-play, you will be evaluated on how well you incorporate our course learnings and Benner's short-term structured model. Please include key scriptures, prayer, and any other relevant techniques from Benner's readings and lectures.

Submit the PowerPoint of your presentation and a handout of your presentation (1-2 pages) prior to presenting. Also prior to presenting, upload your PowerPoint presentation and handout (1-2 pages single-spaced) under the Discussion "Presentations" on Populi for your classmates. This handout should be a reference that your classmates can use for future ministry. Please see Appendix B for a sample format of what I am expecting to see on your handout, including citations.

**VOD students** will submit a video recording of their presentation. **VOD students** will also need to complete the role-playing exercise with a volunteer. See above for more details. Schedule a Zoom call with a volunteer and set the Zoom meeting to record. Please note that the instructor must be able to see both student and volunteer clearly (body language, facial expressions). Submit both videos (the presentation video and the role-playing video) via the secure, private link provided by the professor (NOT on Populi). Immediately following the course end date, both the professor and the VOD students must permanently delete the role-playing videos from all devices.

- In addition to the above, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Engage the audience with the subject and speak clearly, make use of handouts, and use good eye contact with limited use of notes.
- Related learning outcomes: #2, 3, 4.
- Assignment length:
  - **Presentation:** 10 marks (7-10 minutes)
  - **Handout:** 5 marks (1-2 pages single-spaced)
  - **Role-Play:** 5 marks (5-7 minutes)
- **Due date:** December 9, 2026 at 10am (in person, online).
- **Due date:** December 9, 2026 at 8pm (VOD).

### **Video-on-Demand (VOD) Student Requirements**

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD

recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* assignment due dates as in-class students, though there are a few time differences (see Assignments #3 and #7).
- By Saturday at 11:59PM each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's class. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
  - o Week 1 (Mon & Wed) Lectures and Report due: Nov 14 at 11:59PM
  - o Week 2 (Mon & Wed) Lectures and Report due: Nov 21 at 11:59PM
  - o Week 3 (Mon & Wed) Lectures and Report due: Nov 28 at 11:59PM
  - o Week 4 (Mon & Wed) Lectures and Report due: Dec 5 at 11:59PM
  - o Week 5 (Mon & Wed) Lectures and Report due: Dec 12 at 11:59PM
- After the student finishes watching all the lectures for the course, he or she can meet with the professor for a video or phone call to discuss any pressing questions that they have. Students can contact the professor to set up a time to meet.
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

**Estimate of Time Investment** (individual time investments may vary):

| Classroom time                         | 30 hrs   | N/A        | <b>Assignment Weighting</b> |
|----------------------------------------|----------|------------|-----------------------------|
| Pre-module Reading & Topic             | 1.5 hrs  | Nov 9      | N/A                         |
| Benner Reading                         | 19 hrs   | Throughout | N/A                         |
| Resolving Spiritual Conflicts Exercise | 6 hrs    | Nov 13     | 10%                         |
| Marital Care                           | 9 hrs    | Nov 20     | 20%                         |
| Interview Report                       | 13 hrs   | Nov 27     | 25%                         |
| Grief and Loss Care Plan               | 9 hrs    | Dec 4      | 25%                         |
| Presentation                           | 12 hrs   | Dec 9      | 20%                         |
| Total=                                 | 99.5 hrs |            |                             |

All assignments are due at 8pm ET **time**, unless otherwise indicated.

### Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

### Course Outline

Note: Although I have not specified definite times for Case Studies, students will be involved in a diversity of them throughout the course. The outline below is a simple guide for the course; however, I will make changes as necessary.



|                        |                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Monday Nov 9</b>    | <b>Due: Pre-reading &amp; Presentation Topic</b><br>Syllabus<br>Pastoral Caregiving & Soul Care<br>Visitations |
| Wednesday Nov 11       | Caring for Marriage & Families                                                                                 |
| <b>Friday, Nov 13</b>  | <b>Due: Resolving Spiritual Conflicts Exercise</b>                                                             |
| Monday Nov 16          | Solution-Focused Pastoral Counselling                                                                          |
| Wednesday Nov 18       | Solution-Focused Pastoral Counselling                                                                          |
| <b>Friday, Nov 20</b>  | <b>Due: Marital Care</b>                                                                                       |
| Monday Nov 23          | Ethics & Referrals<br>Caring for the Sick                                                                      |
| Wednesday Nov 25       | *Guest Lecturer Rev. Les Markham<br>Caring for the Elderly<br>Depression, Death & Grief                        |
| <b>Friday, Nov 27</b>  | <b>Due: Interview Report</b>                                                                                   |
| Monday Nov 30          | *Guest Lecturer Dr. Bruce Pringle<br>Trauma & Abuse, Grief<br>Rejection & Abandonment<br>Low Self-worth        |
| Wednesday Dec 2        | Stress, Worry & Fear<br>Unforgiveness, Bitterness & Hatred                                                     |
| <b>Friday, Dec 4</b>   | <b>Due: Grief and Loss Care Plan</b>                                                                           |
| Monday Dec 7           | Cultural, Racial, Ethnic, & Gender Diversity                                                                   |
| <b>Wednesday Dec 9</b> | <b>Due: Presentations &amp; Course Evaluation</b>                                                              |

- Revision week is December 14 to 18, 2026. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: December 18, 2026.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

### Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

### Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

### Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

| Horizon and MCS Competency Scale |                                | Descriptor                                                                            | Letter Grade | Grade Point | U of S Equivalency |
|----------------------------------|--------------------------------|---------------------------------------------------------------------------------------|--------------|-------------|--------------------|
| E                                | Exceeding expectations         | Student demonstrated <b>exceptional</b> achievement of the learning outcomes.         | A+           | 4.0         | 90-100             |
|                                  |                                | Student demonstrated <b>excellent</b> achievement of the learning outcomes.           | A            | 4.0         | 85-89              |
|                                  |                                |                                                                                       | A-           | 3.7         | 80-84              |
| M                                | Meeting expectations           | Student demonstrated <b>good</b> achievement of the learning outcomes.                | B+           | 3.3         | 77-79              |
|                                  |                                |                                                                                       | B            | 3.0         | 73-76              |
|                                  |                                |                                                                                       | B-           | 2.7         | 70-72              |
| BTM                              | Beginning to meet expectations | Student demonstrated <b>satisfactory</b> progress in achieving the learning outcomes. | C+           | 2.3         | 67-69              |
|                                  |                                |                                                                                       | C            | 2.0         | 63-66              |
|                                  |                                |                                                                                       | C-           | 1.7         | 60-62              |
|                                  |                                |                                                                                       | D+           | 1.3         | 57-59              |

|     |                              |                                                                                  |    |     |       |
|-----|------------------------------|----------------------------------------------------------------------------------|----|-----|-------|
|     |                              | Student demonstrated <b>minimal progress</b> in achieving the learning outcomes. | D  | 1.0 | 53-56 |
|     |                              |                                                                                  | D- | 0.7 | 50-52 |
| NYM | Not yet meeting expectations | Student made <b>insufficient progress</b> toward meeting learning outcomes.      | F  | 0.0 | 0-49  |

### Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences, or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

### Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to

attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, whiteboard illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction (potentially including future online video courses) and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

### **Library Support and Research Assistance**

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

## APPENDIX A: GUIDELINES FOR INTERVIEW OF A PASTOR

### Goal

- To personalize your awareness of the role of care in Pastoral Ministry

### Assignment

- Interview one pastor and submit a written report.

### Guidelines

- Follow these guidelines carefully:
1. Prepare your questions and your method for note-taking in advance (e.g., clipboard to take written notes during interviews, audio recorder, do not take video).
  2. Select ONE pastor who has been in vocational ministry for at least 5 years.
  3. Check with class members to see if others are planning to interview the same pastor.
    - If so, do your best to set up just one interview that all students can attend at the same time.
  4. Arrange for appointments to interview each of the pastors.
    - Ask for 45 minutes of the pastor's time.
    - Email the pastor your list of questions in advance so they can mentally prepare for the session and more actively participate in the structured flow of your questions.
  5. Use your time effectively to maximize the information you can get from the interviews.
    - Watch the clock to ensure that you get through your list of questions.
  6. Make good notes (or audio for later transcribing) for use in writing your report.

### **Revised Interview Questions: Pastoral Care & Guidance**

You should use all of the following questions but also be free to add more of your own questions as well:

1. How many years have you been a pastor?
2. How important is it for a pastor to be available for pastoral care and guidance?
3. In a week, how much of your work involves giving guidance and wise counsel to others (10%, 50%, 70%, etc.)?
4. In what ways has giving wise counsel changed over the years? (*e.g., increased, decreased, different spiritual or emotional needs, etc.*)
5. What do you consider to be the core or essential skills that a pastor needs in order to offer wise counsel and care effectively?
6. To what extent do you feel that you are adequately trained (have the caregiving skills) to provide pastoral guidance as a pastor?
  - For what specific areas of care do you feel adequate? Inadequate?
7. How would you describe your model(s) or approaches to methods of pastoral care and spiritual support?
  - Are there any specific ministerial or historical caregiving approaches that appeal to you?
  - In what ways do you use your Christian resources (*e.g., Scripture, prayer, sacraments, etc.*) when offering guidance?

8. How long is a typical meeting for pastoral guidance or care?
9. How do you structure a typical care or guidance meeting?
  - What do you do during this time?
  - How firm and/or fluid is the flow of your typical conversations?
10. To what extent do you give individuals 'homework' or spiritual exercises to practice between your meetings?
  - If so, what kind of guidance or spiritual disciplines do you suggest?
11. How long (number of meetings) do you typically spend walk alongside the same person(s) through a specific trial?
  - What is the maximum number of times you will meet before re-evaluating?
12. Can you speak to the issues of boundaries, ethical standards, and potential dangers when offering pastoral care and private guidance?
13. How and when do you decide to refer someone to other more specialized outside help or professional resources?
14. Is there anything else you would like to share to help me (us) to understand the role of wise counsel and guidance in a pastor's ministry?
15. What are some key scriptures that you use in pastoral care and when offering spiritual guidance?
16. How do you minister to the elderly (*i.e., shut-ins, seniors' homes, end-of-life care*)?

### Written Report Guidelines

From your interview notes, prepare a written report that summarizes what you have learned about the role of **pastoral care and guidance** in this pastor's ministry.

- Also include some summative commentary about what your interviews (and subsequent reflection) have taught you about **pastoral guidance and caregiving** beyond the specific details of this individual pastor.
- List key scriptures that the pastor would use when providing **wise counsel and pastoral care**, noting the specific settings or life situations where they apply.

**Length of report:** 6 to 7 pages.

APPENDIX B:  
SAMPLE PRESENTATION HANDOUT on “Singleness”

**Reasons/Stats on Singleness:** (Collins, 638, 642).

- 40% of the US population is single (Collins, 638)
- People marry later
- divorce rate is high and increasing
- widows live longer
- co-habitation is popular and encouraged

**Single people experience** (Collins, 638-639)

- Loneliness
- Insecurity
- Self-esteem issues
- Feel out of place

**Main reasons for Singleness:** (Collins, 641-643)

- Some have not yet found a mate or have decided to postpone marriage temporarily.
- Some people choose to stay single
- Have had marriages break up
- Have lost a spouse
- Other: illness, disability, high expectations, immaturity, cohabitation, homosexuality, etc.

**Effects of Singleness** (Collins, 648)

- Loneliness
- Self-esteem issues
- Identity issues
- Lack of self-direction
- Sexual intimacy issues such as fantasies, or masturbation.
- Emotional struggles of anger, “guilt over their thoughts, attitudes, words, or actions

**Response to Singleness:**

- **Four pillars for counseling singles** (Collins, 649):
  - Blame: counselee is not necessarily to blame for their state, might think they are.
  - Ambivalence: it’s common to feel both discouragement and happiness
  - Origins: singleness probably doesn’t indicate a kind of psychological pathology.
  - Depression: support them through grief of a family they do not know
- **Key Struggles of the Single Person:**
  - Feeling unwanted and unloved, overwhelmed, and has questions about the future

**Who is God?**

- *El-Roi*, He is God-Who-Sees (Gen. 16:13)
- God is all powerful (Gen. 1:1, Rev. 1:8)



- In fear of the Lord, there is wisdom for every struggle (Prov. 1:7; Psalm 25:14, Jam. 1:5)
- God provides for needs (Phil. 4:12-13, Psa. 111:15)
- He is a refuge (Psa. 18:2)
- He understands our pain (Heb. 4:15-16; John 11:35)
- God has conquered fear and death (1 Cor. 15:55)

**Who are you to God? (Collins, 639)**

- God has given you hope for your guiding our lives (Psa. 48:14; Jer. 29:11; Isa. 61:1-3)
- The single is seen (Psa. 138:6-8) and heard (Psa. 55:17; 56:8; Matt. 11:28-30)
- God is sufficient to provide for needs (Matt. 6:31-33)
- The single is secure in God (Psalms 18:31-33; Psalm 27:1); e.g. “I will never leave you nor forsake you” (Josh. 1:5)
- God has beautiful plans for each person’s life (Psalms 138:6-8)
- The person matters to the body of Christ (1 Cor. 7; Luke 2:36-38; Eph. 1:5; Rom. 8:28)
- The single person is loved by God (Rom. 8:37-39)

**Entrusting Oneself to God’s Plan: How to Turn Your Eyes Upon Jesus**

- A prayer plan, corporate prayer, and music
- “Turn your eyes upon Jesus,” or “the Love of God.”
- The miracle would be to believe, desire, and to sense God’s presence and care

**Homework Ideas:**

- Study Psalm 111
- Write out Psalms 25:16-17
- Serve the Church body in the areas of giftings
- Develop a hobby, a short-term goal, long term goal, a thing to *do* (Collins, 652, 655)
- A list of practical goals for accepting singleness

**\*\*\*Note: CITATIONS are necessary\*\*\***