

**Course of Study School of Ohio**  
**Hosted at Methodist Theological School of Ohio**

**COS 323 – CONGREGATIONAL CARE**

Summer 2020: June 26-27 & July 17-18

"Don't think that you need a lot of equipment for this: You are the equipment."  
- Mark 6.8-9 in *The Message*, by Eugene Peterson

**Instructor:**

Dr. Brad A. Binau  
Professor of Pastoral Theology  
Trinity Lutheran Seminary  
2199 East Main Street  
Columbus, OH 43209  
614-235-4136 x4674 Office  
614-406-9098 Cell  
[bbinau@capital.edu](mailto:bbinau@capital.edu)

**DUE DATES for Written Work**  
**June 12 – Reflection on Kornfeld**  
**June 26 – Reflection on Hoeft, Jung, & Marshall**  
**July 17 – Reflection on Wimberly**

**COURSE DESCRIPTION**

This course introduces students to practices of congregational care and the pastor's responsibility in caregiving.

**COURSE OBJECTIVES**

Students will be able to:

1. Implement and oversee appropriate types of care in varieties of settings, including prisons, hospitals, nursing facilities, and homes.
2. Organize caring ministries within the congregation.
3. Discern and implement appropriate boundaries, knowing when and to whom to refer people, and when and when not to share information.
4. Reflect on and practice skills of sensitive caregiving, using role play and analysis of case studies.

**REQUIRED TEXTS**

Kornfeld, Margaret. *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. New York: The Continuum International Publishing Group Inc., 2001.

**ISBN:** 0826412327

Roth, Brad. *God's Country: Faith, Hope, and the Future of the Rural Church*. Harrisonburg, VA: Herald Press, 2017 **ISBN:** 9781513801612

Wimberly, Edward. *African American Pastoral Care and Counseling: The Politics of Oppression and Empowerment*. Cleveland, OH: Pilgrim Press, 2006. **ISBN:** 082981681X

## ASSIGNMENTS

### **1. DUE by Friday June 12, 2020 Reflection on Kornfeld**

Read *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*, by Margaret Kornfeld.

Write a 5-6 page paper addressing each the following four bullet points below (which are related to the four sections of the book).

Submit your reflection via email to [bbinau@capital.edu](mailto:bbinau@capital.edu) with the title as follows:

Kornfeld reflection – your last name. (For example: Kornfeld reflection – Binau)

1. **Section I** unfolds the metaphor of minister as “gardener” and the congregation as “ground.” Explain and critique this metaphor by responding to the following two points:
  - What key characteristics of gardener and ground are necessary for a community to thrive?
  - Based on your own experience, what strengths and weaknesses do you perceive in this metaphor of gardener and ground?
2. **Section II** discusses a number of ways in which ministers can facilitate the wholeness of the persons and congregations they serve.
  - Identify one of these ways at which you believe you excel and why.
  - Identify one of these ways at which you believe you struggle and why.
3. **Section III** identifies a number of seasons in people’s lives during which care and counseling can be very meaningful.
  - Identify something in this section that for you was a new insight.
  - Briefly discuss how you might be able to use this new insight in a situation in your current ministry.
4. **Section IV** focuses on self-care and the importance of observing boundaries.
  - What in this section reassures you and why?
  - What in this section concerns you and why?

### **2. DUE by Friday, June 26: Reflection on Roth**

Read *God’s Country: Faith, Hope, and the Future of the Rural Church*, by Brad Roth.

Write a 5-6 page reflection paper addressing the bullet points listed below.

Submit your reflection via email to [bbinau@capital.edu](mailto:bbinau@capital.edu) with the title as follows:

Roth reflection – your last name. (For example: Roth reflection – Binau)

1. In Chapter 1 Roth lays out his overall purpose for writing the book. Roth introduces the term “ecclesioculture” and invites us to embrace this concept as a way of understanding the realities *and* the possibilities of rural churches.
  - Explain in your own words what you think he means by “ecclesioculture.”
2. Roth suggests in Chapter 1 that rural churches are generally either *idealized* or *disparaged*.

- Which view of rural churches, *idealizing* or *disparaging* more accurately describes the attitude of the people *you* serve regarding rural churches? Explain how you arrived at this conclusion and cite *at least three* examples from your current ministry that support the conclusion you have reached.
3. Chapters 2-9 each focus on a particular action (a verb) that Roth believes needs attention if rural churches are to thrive. Select three of these nine actions (praise, abide, watch, pray, grow, work the edges, learn to die, befriend, dream) that deserve attention in the church(es) you are now serving.
- Give *at least two examples* from your ministry for each of the three actions you selected that have led to see this an action deserving special attention. In short: **Why** do these areas of ministry need attention in your setting(s)?
  - Cite *at least two things* you learned from the book about each of the three actions you selected that will help you do better ministry in your context. In short: **What** did you learn from the book that will help you lead the people you serve in each of these areas?

### 3. DUE by Friday, July 17: Reflection on Wimberly

Read *African American Pastoral Care and Counseling: The Politics of Oppression and Empowerment*, by Edward Wimberly. Write a 5-6 page reflection addressing the following three items listed below.

Submit your reflection via email to [bbinau@capital.edu](mailto:bbinau@capital.edu) with the title as follows: Wimberly reflection – your last name.

(For example: Wimberly reflection – Binau)

- Three terms/concepts are prominent in Wimberly’s book:
  - “recruited”
  - “political theology”
  - “modernity”

Define any two of these concepts in your own words and cite an example from your own ministry of where you have encountered this concept (perhaps without even knowing at the time what you were encountering).

- The United Methodist Church requires this book as a text for COS 323. Citing examples from the book and from your own ministry, make a case for whether you agree or disagree with this requirement.
- Wimberly includes many, many vignettes in his book – some from his own life, some from literature, some from the real life stories of other people. Cite any *two* such vignettes you choose (reference the pages on which they are found). For each vignette:
  - Explain in your own words the point(s) you believe Wimberly is trying to make by including the vignette.

- Explain in what way(s) and for what purpose(s) you could use these vignettes in your own ministry.

### PROBABLE COURSE SCHEDULE

Friday, June 26, 2020

3:30-4:45 pm THE CARE OF SOULS

4:45-6:00 pm LISTENING: THE FOUNDATION OF CARE and COUNSELING

6:00-7:00 Dinner

7:00-8:00 pm FAMILY SYSTEMS

8:00-9:00 pm SMALL GROUP TIME

Saturday, June 27, 2020

7:00-7:40 am Breakfast

7:45-7:55 am Morning prayer

8:00-9:00 am SMALL GROUPS: FAMILY STORIES

9:15-10:15 am PREMARITAL and MARITAL CARE

10:25-11:15 am PRAYERFUL CARING

11:25-12 noon Eucharist

12:00-1:00 pm LUNCH

1:00-2:00 pm ROLE PLAY

2:15-3:15 pm DISCUSSING ROTH & RURAL MINISTRY

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Friday, July 17, 2020

3:30-4:30 pm CRISIS SITUATIONS

4:45-6:00 pm ADDICTION AND RECOVERY MINISTRY

6:00-7:00 Dinner

7:00-9:00 pm / TBD

Saturday, July 18, 2020

7:00-7:40 am Breakfast

7:45-7:55 am Morning prayer

8:00-10:55 SETTINGS/CONTEXTS: HOMES, HOSPITALS, PRISONS, CARE FACILITIES

11:00-12:00 noon Eucharist & Graduation

12:00-1:00 pm LUNCH

1:00-2:00 pm GRIEF & LOSS

2:10-3:15 pm INTIMACY IN MINISTRY (a.k.a. "Minding Boundaries")

### **GRADES**

Students who have previously taken classes in the Course of Study School know that evaluations are done according to the following categories.

<b>Overall Academic Performance</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Very Poor</b>	<b>N/A</b>
Critical thinking						
Evidence of foundational knowledge and specific vocabulary of discipline						
Research skills						
Preparation for class						
Class participation						
Evidence of theological depth						
Evidence of engagement with different perspectives						
Evidence of mature response to criticism						
<b>Written Communication</b>						
Correct grammar, spelling and sentence structure						
Expansive vocabulary and illustration						
Progression and coherence of argument/logical consistency						
Appropriate citations and bibliography						
Meets standards of assignments						
<b>Relational Skills</b>						
Contributions to learning community						
Interpersonal interaction						
Self-awareness						
Improvement/growth						
<b>Comments:</b>						

The only one of these categories that is "Not Applicable" (N/A) to this course is "Research Skills." (You will not be expected to do "research" above and beyond the required reading for the course.) I will track your progress as diligently as I can in all the other areas. Please note that constant comments in class do not necessarily amount to "very good" class participation, and offering little does not necessarily mean participation has been "very poor." As with all pastoral ministry, being timely, relevant, and succinct are important. "Relational skills" are obviously of utmost importance in a course like this one.

## **ACADEMIC HONOR**

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work with the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.

## **ABOUT THE INSTRUCTOR**

Dr. Brad Binau is Professor of Pastoral Theology and former Academic Dean at Trinity Lutheran Seminary at Capital University in Columbus, Ohio, where he has taught for the past twenty-seven years. Among the courses he teaches are: "Person in Ministry," "Care of Souls," "Shame and Christian Ministry," "Addiction and Recovery Ministry," "Theological Leadership," and "Theology of Sexuality." He is an ordained pastor in the Evangelical Lutheran Church in America (ELCA). Prior to joining the seminary faculty he served as a parish pastor in La Jolla, California, and before that did his doctoral work at Princeton Theological Seminary. His wife, Ann, is a Presbyterian minister serving Broad Street Presbyterian Church in Columbus, Ohio. They have three children, ages 28, 23, and 19, and a 3 year-old dog named Moxie. This is his eleventh time teaching for the Course of Study at MTSO.