

PCW 512yM Women in Pain II

SYLLABUS

Session C: Jan 5 – Apr 25

Spring 2009

2 semester credit hour course

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COURSE SCHEDULE

TH-F, Jan. 15/16 and March 12/13, 9AM to 4:30 PM

COURSE DESCRIPTION

Increased awareness of experiences that cause deep emotional pain in women's lives enables one to offer strategic pastoral care and referral when needed. Issues discussed may include infertility, death of a child, terminal illness, breast cancer, physical disabilities, homelessness, incarceration, addictions and spiritual abuse. Learn from a biblical basis how to help women grieve losses, begin transition to wholeness, and get clinical help when needed.

COURSE OBJECTIVES

1. To deepen students' compassion for women experiencing pain related to the issues listed above.
2. To expand students' awareness and understanding of the issues listed above.
3. To increase students' ability to offer biblically based help to women who are grieving losses and transitioning to emotional and spiritual wholeness.
4. To provide opportunity for students to gain a more extensive pastoral understanding of one of the above issues.

COURSE GOALS

(Please see "Course Assignments" for assignment requirements)

- 1. Course competency**—To feel compassion for women experiencing pain related to the issues listed above.
Assignment—Students will listen to personal stories of guest instructors and journal reflections.
- 2. Course competency**—To gain awareness and understanding of the issues listed above.
Assignment—Students will read and respond to handouts from guest instructors and required text readings both in class and through participation of online forums.
- 3. Course competency**—To expand students' bank of biblical resources that contribute to helping women grieve losses and begin transition to wholeness.
Assignment—Student will reflect on the book of Job and prepare scripturally based responses that offer comfort, hope, forgiveness and guidance toward wholeness.
- 4. Course competency**—To demonstrate a more extensive pastoral understanding and skill needed to minister to women dealing with one of the issues listed above.
Assignment—Student will submit an 8-10 page paper reflecting extensive definition and

understanding of the issue chosen, the impact of theology, and needed shepherding skills.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the four seminary degrees for which this course is a requirement. Below is an excerpt of the degree outcomes to which this course relates:

- 1) Be a person whose Christ-like character is worthy of being emulated, and whose integrity imparts credibility to his/her ministry
 - a) reflects biblical balance and skill in life management, appropriately fulfilling the roles and responsibilities mandated by God (MFM 500; SFS 501, 502; overarching)
- 2) Be able to think biblically and critically so that various truth claims can be effectively evaluated
 - a) has embraced a biblical world view (THS 501-3 overarching)
 - b) able to apply the basic elements of critical analysis and sound reasoning (MFM 500; overarching)
 - c) sensitive to cultural variations in styles of thinking (overarching)
 - d) reflects an appropriately humble and charitable spirit in applying biblical criteria for truth (overarching)
- 3) Be able to communicate God's truth clearly, accurately, and convincingly
 - a) able to communicate one's thoughts effectively in writing (MFM 500; overarching)
- 4) Be a true life-long learner, building upon his/her seminary training
 - a) committed to pursuing growth and learning in key areas of need (MFM 500; overarching)
 - b) able to access and manage information (including that available via computer/on-line resources) so that it is readily available when needed (overarching)
- 5) **SPECIALIZATION: PASTORAL CARE TO WOMEN**
 - a) Understand the distinctive physiological, psychological, cultural and spiritual aspects of a woman's life and be able to provide biblically based strategies for effective pastoral care to women.
 - b) Understand many of the issues that cause women emotional pain (e.g. divorce, widowhood, domestic violence, sexual abuse, etc.) and be able to guide a woman through the reality of the pain towards health, using biblical shepherding principles and referral when necessary.
 - c) Understand the craft of leadership exhibited by biblical, historical and contemporary women and recognize the import of gender differences. Be able to recruit, mentor and develop strategies as a change agent in leadership.
 - d) Be able to build, maintain and advance a ministry to women. Be able to cast a vision, form a team, assess needs, develop a profile of women and design programs to meet needs of women in church, parachurch and community arenas.
 - e) Be able to communicate God's truth clearly and passionately, by understanding how to develop and present messages appropriate for women's events.

COURSE READING

- Institutional standard for total workload hours for a 2-semester credit hour course is 60 hours.
- Institutional standard on reading is 20 pages per hour for mastery reading, 45 pages per hour for familiarity reading. Mastery level is to be accomplished with a view to understanding, retaining and interacting with the material. Familiarity level (45 pages per hour) is to be accomplished with a view to discover the “bottom line” and perspective of the author.
- We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.
- Click [here](#) to order texts and other products.

1. **Required Reading Assignments** (25 points—30 hours)

James, Carolyn Custis. *When Life and Beliefs Collide*, Zondervan Publishing House: Grand Rapids, 2001. 235 pages--Familiarity

Komp, Diane M., M.D. *Why Me? A Doctor Looks at the Book of Job*. Intervarsity Press, 2001. 122 pages--Familiarity

Yancey, Philip. *Disappointment with God*. Zondervan Publishing House: Grand Rapids, 1988. 336 pages--Familiarity

The book of Job in the Bible, NIV and one other translation/version of choice. Please also refer to additional commentaries, dictionaries, and word study texts as needed. Approx. 85 pages--Mastery Reading

Minimum of 400 pages of familiarity reading in resources of student's choosing for Assignment IV.

2. **Recommended Reading**

Aldrich, Sandra P. *Will I Ever Be Whole Again: Surviving the Death of Someone You Love*, Howard Publishing Co.: West Monroe, LA, 1999. 161 pages (plus study guide).

Allender, Dan B. and Longman, Tremper III, *Cry of the Soul*. NavPress: Colorado Springs, 1994. 259 pages

Briscoe, Jill. *Out of the Storm and Into God's Arms: Shelter in Turbulent Times*, Harold Shaw Pub.: Colorado Springs, 2000. 225 pages.

Glanz, Barbara A. *What Can I Do?: Ideas to Help Those Who Have Experienced Loss*. Augsburg Books, 2007. 173 pages

Hislop, Beverly W. *Shepherding a Woman's Heart*. Moody Publishers: Chicago, 2003. 225 pages.

Kent, Carol. *When I Lay my Isaac Down*, (NavPress: Colorado Springs, 2004. 195 pages.

Neal, Connie. *Dancing in the Arms of God: Finding Intimacy and Fulfillment by Following His Lead*. Zondervan: Grand Rapids, 1997. 222 pages

Nouwen, Henri J.M. *The Return of the Prodigal Son*, Doubleday: New York, 1992. 139 pages.

Rinehart, Paula. *Strong Women, Soft Hearts*. Moody Publishers: Chicago, 2001. 183 pages.

Saake, Jennifer. *Hannah's Hope: Seeking God's Heart In The Midst of Infertility*. NavPress: Colorado Springs, 2005. 222 pages.

Thurman, Chris. *The Lies We Believe*. Thomas Nelson: Nashville, 2003. 320 pages.

Van Regenmorter, John and Sylvia. *When the Cradle is Empty: Coping with Infertility*. Tyndale House Publishers: Wheaton, 2004. 176 pages.

3. Reference books

Cohen, Deborah A. and Gelfand, Robert M., M.D. *Just Get Me Through This!: The Practical Guide to Breast Cancer*. Kensington, 2000. 272 pages.

Fitzpatrick, Elyse and Cornish, Carol, ed. *Women Helping Women*. Harvest House: Eugene, OR, 1997. 273 pages.

Lampman, Lisa Barnes, ed. *Helping a Neighbor in Crisis*. Tyndale House Publishers: Wheaton, 1997. 271 pages.

Miller, Patricia A. *Quick Scripture Reference for Counseling Women*. Baker Books: Grand Rapids, 2002. 198 pages.

Weiss, Marisa and Weiss, Ellen. *Living Beyond Breast Cancer: A Survivor's Guide for When Treatment Ends and the Rest of Your Life Begins*. Three Rivers Press, 1998. 544 pages.

COURSE POLICIES

1. **Attendance**—Regular attendance at all class sessions is expected of students—credit, and certificate status. These lecture and discussion sessions are an indispensable part of the educational process. Participation is a required aspect of learning and each student is encouraged to prepare well and participate constructively. Creative scheduling demands a compilation of several class sessions into one day, thereby increasing the importance of regular attendance. **Students will not receive full attendance credit for days missed.** Students who must miss should notify professor ahead of time and make arrangements with another student for getting handouts and tapes of missed sessions. Listening to tapes (tapes used *solely* for this purpose) will provide ½ attendance points. Student will receive reduced attendance points for each hour missed. To receive audit or certificate credit, student must attend at least 80% of the class sessions confirmed by record of attendance on READING & ATTENDANCE FORM.

2. Required Reading—Students are expected to read ALL required reading selections at the appropriate reading level. Students are expected to read texts as listed in course schedule, being prepared for class discussions and involvement. **Students are responsible to turn in READING & ATTENDANCE FORM by noon Friday, April 10, 2009 indicating page numbers read.**
3. Written Assignments— The student is expected to work to the best level of her ability, and standards for acceptable work commensurate with graduate level education. All work must be free of spelling, typographical, and grammatical errors. The content should reflect careful critical judgment, concise wording and coherent flow of thought. All written work should be typed in #12 font and double-spaced. A cover page should contain the assignment title, class title and number, your name, mail box number, and date—no folders. There should be one staple in the top left corner. Quotes and original ideas must be documented either within the text or by foot or end notes. Plagiarism will result in failure of the first assignment so discovered. A second instance will result in failure of the course. For samples and more directives, see <http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc>
4. Due Dates—Under normal circumstances, late work will not be accepted. The student should contact the instructor BEFORE the assignment is due and submit reason for the delay. Only legitimate emergencies will be given due consideration. If prior arrangements have not been made, **assignments turned in after due date will receive a grade reduced one-half letter per day and weekend. Unless you qualify for an incomplete as defined in Western’s catalog, all reading and assignments must be turned in by noon Friday, April 10, 2009.**
5. Enrichment Students—Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.
6. Incompletes—Faculty members determine their own procedures and due dates for the completion of course assignments. The instructor’s expectations will be stated in the course syllabus. The latest possible deadline available to the professor for all course work is the last day of the school term (regardless of the date of the last class session) as noted in the Academic Calendar (see current class catalog). In the case of serious illness, family emergency, or other extenuating circumstances, the instructor may grant an extension **at the initiation of the student**. A temporary notation of “I” (incomplete) is assigned until a final grade can be determined. The maximum extension permissible is six weeks, **with all work due to the prof for grading on Fri, 5/29/09 at the latest**. All course assignments not completed by the extended deadline will be given a failing grade. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee.
7. The Availability of Disability Services at Western Seminary—Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary’s Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator’s office.

COURSE GRADING

1. Credit Students must complete course requirements.

Attendance/forum participation	25 points
Required reading	25
Reflection journal	10
Interactive essay on Job	10
Scripture verses	5
Reflection paper	<u>25</u>
	100 points

2. Advanced Studies Certificate students BEFORE MAY 2004 must meet requirements stated on *Pastoral Care to Women Advanced Studies Certificate Course Requirement* flyer.
3. ASC students AFTER MAY 2004 refer to your program outline for details.
4. Audit students must attend at least 80% of the class sessions and report that fact on **READING AND ASSIGNMENT FORM**.
5. Enrichment students are choosing to take this course for their own personal enrichment. The more time one chooses to invest in a learning experience, the more one will benefit from that experience. This student makes the choice based on her own needs and interests.

Grading Scale

A+ 99-100	A 95-98	A- 94-93
B+ 92-91	B 90-88	B- 87-86
C+ 85-84	C 83-81	C- 80-79
D+ 78-77	D 76-74	D- 73-70

COURSE ASSIGNMENTS (50 points)

These assignments are designed to contribute to students' mastery of course competencies.

PRE-COURSE ASSIGNMENT

OPTIONAL: View movie "Shadowlands"

I. Reading requirement (10 points – 25 hours) - Complete reading of **Job related texts prior to first class and Yancey and Custis James texts prior to March class.**

II. Biblical resources (10 points—4 hours) - DUE Friday, Jan.16, 2009 at 9:00 AM

Write an essay on the book of Job. See "Written Assignments" page 3 of syllabus for expectations. As you interact with the book of Job and the Komp resource, please include responses to these questions in your essay.

1. What are the key concepts the author of the book of Job wants to convey?
2. What questions are emerging for you as you read Job?
3. What is the most significant question? What are your thoughts regarding this question?
4. What did you conclude from the book of Job?

5. What are the implications of your conclusions from Job in pastoral care to women?

DURING--COURSE ASSIGNMENT

III. Reflection journal/forum (10 points—3 hours) DUE 9:00 AM Jan. 16, 17 March 13, 14.

Briefly reflect on each issue of pain topic presented by a guest instructor and covered in lectures (total of 9 issues) in an online journaling/forum format. Write **one paragraph per issue** and submit electronically the day following the presentation. **Please include feelings and thoughts that you experienced during the presentation and/or after class.** Putting your feelings and thoughts into words often clarifies and solidifies them. Please also include questions raised, decisions or determinations made, as well as increased compassion.

POST-COURSE ASSIGNMENT

IV. Scripture Verses (5 points) DUE Friday, **March 20, 2009** at noon.

- 1) Choose **one (1)** Bible text for each of **four (4)** topics addressed by guest instructors. Select Scripture that will enable you to better express love, comfort, hope, assurance, or guidance toward wholeness. ***This Scripture may be helpful to you as the care giver, or to the care seeker.***
- 2) Write out the complete verse(s).
- 3) Briefly tell how you will use each Scripture selected to shepherd a woman experiencing the specific issue for which you have chosen this Scripture.

V. Reflection paper (25 points—20 hours) DUE Friday, April 10, 2009 at noon.

Choose one of the issues (listed in course description) on which you will do further research and reflection. Follow the guidelines for written assignments in syllabus. This paper should be 8-10 double-spaced pages in length. Mediography should include a minimum of 400 pages read: books (**excluding PCW512y required texts**), periodicals and/or Internet sites. The paper should be written from the perspective of someone ministering to a woman dealing with this issue. Please include:

- 1) **A definition of this issue.** Show a **clear understanding** of the behavior, feelings, and thoughts of such a woman experiencing this issue. Include **background information**—causes or reasons that might lead a woman into the pain of this issue (e.g. what might lead a woman to addictions, incarceration, spiritual abuse, etc.).
- 2) **The impact of theology on a woman experiencing this kind of pain.** What is the Biblical basis for dealing with this painful issue? How does theology impact a woman experiencing this pain? Bring God's perspective on **this issue** clearly to light. If appropriate give biblical examples of people who experienced similar pain. Include specific Scriptural references.
- 3) **Pastoral understanding and skill needed to shepherd a woman dealing with this issue.**
 - The Do's (Helpful things to say and do) and Don'ts (Hurtful things to say and do) of ministering to a woman experiencing the painful emotion of this issue.
 - What is the first step YOU will take when you suspect the cause of a woman's pain is THIS issue?
 - What does recovery, wholeness look like? If appropriate, give steps to recovery.

- From a biblical perspective how would you help her grieve losses and begin the transition to wholeness? What will you recommend she do?
- Is there a time when it is appropriate to refer her to a professional therapist? Explain. List helpful Referrals and Resources.

STANDARDS FOR WRITTEN WORK (MLA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes rather than paragraph citations
- Footnotes follow a standard format.

Helpful web sites on MLA style include:

<http://owl.english.purdue.edu/handouts/research/index.html>

<http://www.english.uiuc.edu/cws/wworkshop/bibliography/mla/mlamenu.htm>

[These websites are expanded and pasted into Western Seminary’s “How to Write a Research Paper”]

A good website with footnote/bibliography entries is

<http://www.wisc.edu/writing/Handbook/DocChicabgo.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

LIBRARY AND INTERNET RESEARCH

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu .
- Click the link “Sacramento Campus” in the left navigation pane.
- Click the link “Library Resources” in the left navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / dholfield@westernseminary.edu

Please share in the joy of praying for this class! Pray that God’s Holy Spirit would teach each of us and move us a step forward in our walk and service with Jesus Christ and He would be glorified. I look forward to what God is going to do!

The instructor reserves the right to make additions, deletions or other adjustments in the syllabus or class schedule as deemed appropriate.

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