

**The Maine School of Ministry, Maine Conference, United Church of Christ
Christian Studies and Leadership (CSL) Curriculum and Certificate Program**

Syllabus: Ministry, Mental Health, and the Church

Fall, 2022 - Online using ZOOM <https://zoom.us/j/95838489546>

4 Saturdays, 9:00am – 3:00pm

September 10, October 8, November 5, December 3

Instructors:

**The Rev. Shelly Snow, Director of Spiritual and Pastoral Care Services,
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The Rev. Dr. Ron Beard, Dean, Maine School of Ministry

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Office Hours by Appointment

Introduction to the Course:

This is a special course in pastoral and spiritual care and counseling emphasizing mental health concerns. *The COVID era we are living in has highlighted these issues in a new way.* The pastor or chaplain or pastoral counselor must develop abilities to work as a team with other advocates for good mental health for care seekers. Good referral skills are important and will be discussed in the class. Students will use the Case Study method to deepen their understanding and skill set in this area.

In this course, the work of the caring layperson, the pastoral counselor, the **clinical** chaplain or the pastor or spiritual caregiver is viewed in relationship to the work of other mental health providers – psychiatrists, clinical social workers, and therapists from a variety of professional backgrounds and trainings. The justice issues of mental health concerns will be highlighted in classroom discussions.

A pastoral counselor, pastor, chaplain or caring layperson must be very intentional about developing an ability to communicate professionally with other advocates for good mental

health from a wide variety of backgrounds. Each of the various mental health professions has its own unique approach to “diagnosis” of human problems; however, what sets the pastoral profession apart from others is its insistence on a theological and spiritual examination of the human situation or problem under consideration. While a pastoral and spiritual care approach to diagnostics is always highly interdisciplinary (because good work in this area must necessarily be so in order to stay both relevant and effective), it therefore draws helpful insights from many different disciplines. What makes pastoral work “pastoral” is that it always attempts to keep its special emphasis on the unique theological vision which lies at the heart of the matter.

Purpose of the Course:

One of the main purposes of this course is to educate and sensitize students to the variety of mental health concerns that intersect regularly with the practice of pastoral and spiritual care ministry, from pastoral counseling to the work of the parish pastor or caring layperson.

From this beginning survey, participants in the class can continue the work of synthesizing their own integrated approach to clinical pastoral and spiritual care diagnostics, and then practice, receive feedback, and demonstrate usefulness of their approach through the case study method.

Course Outcomes:

At the completion of this course, participants should be able to -

1. Prepare and present (in small group in ZOOM class) one pastoral diagnostics case study, complete with a well written theological reflection.
2. Discuss the importance of a multi-disciplinary perspective in pastoral and spiritual care work, along with the basic ethics and etiquette of good multi-disciplinary communication and referral skills.
3. Accurately describe the meaning of pastoral identity, its importance for good work in this field, and the need for a self-care plan and practice.
4. Describe in some detail an integrated approach to clinical pastoral diagnostics, including the theological vision that supports that approach.

Course Requirements:

1. Case Study and Theological Reflection for Class Presentation due - as assigned – on Saturday afternoons at classes II and III. Your Case Study Assignment will be brought to ZOOM class and shared by reading aloud. *Please Do Not Email ANY Case Studies (for confidentiality).* Dates for your Case Study Presentation will be assigned at our first class meeting on September 10, 2022. Thank you.

2. Brief Final Presentation via ZOOM class IV to include your choice of choice of Art-Essay-Video-Poetry. This requirement will be described and discussed in more detail at the first class meeting on **September 10, 2022**.
3. Active engagement with all readings and full participation with discussions in class and online on Google Classroom between our ZOOM Saturday sessions.
4. Reading Groups to meet between Saturday classes for group discussion of required readings will be assigned on the September 10th opening class session.

PLAGIARISM: You are reminded that using others' words or ideas without attribution and citation constitutes plagiarism, an act of intellectual dishonesty that may result in failing the course. Please provide attributions for all sources utilized in your writing and other work for this class. Thank you.

Required Readings: (Specific required articles and book chapters will be assigned in advance for each week of class.)

- 1) *Understanding Pastoral Counseling* edited by Elizabeth Maynard and Jill Snodgrass. (Springer Publishing Co., 2015) ISBN 78-0826130051 <Available on KINDLE.>
- 2) *Ministry with Persons with Mental Illness and Their Families, 2nd Edition* edited by Robert H. Albers, William H. Meller, and Steven D. Thurber. (Minneapolis: Fortress Press, 2019) ISBN 978-1-5064-5783-3 <Available on KINDLE.>
- 3) *Chaplaincy and Spiritual Care in the Twenty-First Century* edited by Wendy Cadge and Shelly Rambo. (University of North Carolina Press, 2022) ISBN 978-1-4696-6760-7 < Available on KINDLE.>
- 4) Lund, Sarah Griffith. *Blessed Youth: Breaking the Silence about Mental Health with Children and Teens*, (St. Louis: Chalice Press, 2014) ISBN 978-0827203204 <Available on KINDLE.>

Grading for the Course:

You will receive one of four marks on each piece of work and for the overall assessment for your work in the course. The marks are as follows: Completed with Distinction, completed with Promise, Completed, and Did Not Complete. The final mark for the course will be accompanied by an interpretive paragraph written by the instructor(s).

Class Calendar:

Week I: September 10 9:00am – 3:00pm on ZOOM

Welcome and Mindful Moment by Chaplain Shelly Snow

Introduction to the Course – Ministry, Mental Health, and the Church

Brief Overview of Syllabus - Course Goals, Course Requirements, Class Calendar

Sharing of Students' Concerns and Interests in the Course

Assignment of Mindful Moments times (2 per class; for both opening and closing)

Assignments of Case Study Small Group times, Reading Groups Assigned

Description of final class assignment - to include your choice of Art-Essay-Video-Poetry-Film Review presentation related to themes of this class on Saturday, December 3, 2022.

Lunch Break

Presentation and Discussion Areas:

Discussion of the Case Study Method for this class – Overview of the Case Study Format

A Beginning Sample Case Study for ZOOM classroom; process in Small Groups, with an emphasis on theological reflection

Another Sample Case Study in Small Groups with theological reflection

Closing Mindful Moment by Dean Ron Beard

Week II: October 8 9:00am – 3:00pm on ZOOM

Mindful Moment by _____

Rev. Tricia Gilbert and Joyce Morrissette, Guest Speakers and Class Discussion
Topic: Introduction to Moral Injury and Spiritual Care

Additional Presentation and Discussion Areas related to Guest Speaker Topics

Lunch Break

Afternoon Case Studies with Theological Reflection

Session #2 Case Studies Presented in Small Groups:

1. _____

2. _____

Closing Mindful Moment by _____

Week III: November 5 9:00am – 3:00pm on ZOOM

Mindful Moment by _____

Rev. James Weathersby, Guest Speaker
Topic: Spiritual Care in the Institutional Setting

Additional Presentation and Discussion Areas related to Guest Speaker Topics

Referral skills and ethics; Self-care plans and practice

Lunch Break

Afternoon Case Studies with Theological Reflection

Session #3 Case Studies Presented in Small Groups:

1. _____

2. _____

Closing Mindful Moment by _____

Week IV: December 3 9:00am – 3:00pm on ZOOM

Mindful Moment by _____

Student Presentations of Final Assignment – to include choice of Art-Essay-Video-Poetry-Film Review presentation related to themes of this class.

Lunch Break

Continue Student Presentations

Closing Mindful Moment by _____

Case Study Guide for Fall, 2022 MESOM Class

Note: On your assigned Saturday, please bring your completed written Case Study to read aloud to your afternoon small group.

Your Case Study will be shared with classmates in a confidential small group process, and you will receive confidential feedback.

Please Do Not Email ANY Case Studies (for confidentiality). Thank you.

General Instructions for Preparation of Your Case Study:

Please set the paper up as follows; no more than 4 pages or the entire report.

- Write your name and date on the top left corner of the page and the Course Number
- Leave at least one third of the page on the right-hand side as a margin for comments. Never use full names. Use first names or initials.
- Double space between speeches in the verbatim section.
- Divide the case study report into the following five sections:

1. Introduction:

Give the date this experience took place. Note: the experience should be your own, and current. Provide the reader with a sense of the factual information you had prior to this experience. Describe the person(s) involved, the situation as it presented itself and the occasion for the conversation. If you had a long-standing relationship with anyone involved please describe this briefly.

2. Verbatim:

Sit down as soon as possible after this experience and jot down a stream of key words that will help you remember the sequence of the conversation. Take time to recall your feelings during and after this exchange with as much detail as possible.

Enter only direct quotations when you begin to type up the encounter. Use a separate paragraph for each speech, which is identified by the initials of the person speaking, and the number of the speech: i.e. e., M1, P1 or P2 (where M is you and P1 or P2 etc. are the other persons you are relating with). Place all non-verbal communications in brackets as well as significant thoughts and feelings of which you are aware. Note periods of silence and places where you cannot remember the exact words spoken.

Note: Only provide the most critical aspect of the "conversation" under reflection. It is understood that you will not be able to remember a conversation word for word, but try to restate what you remember, as best you can. What you remember is significant regardless of whether it is literally what was said or done.

3. Personal Awareness:

What was on your mind before this interaction? Were you aware of any anxiety or excitement? Was there anything that was unrelated to the experience that may have affected your behavior during this experience? Are there socio-cultural or ethnic factors

that influence how you process this verbatim (language, economic, racial or ethnic differences, age, education, etc.)? What motivated your responses in this particular situation?

4. Theological Analysis

Use this section to reflect theologically on your ministry encounter. To do this exhaustively would take many pages, so focus on what you think offers the most insight or perplexes you the most. Our group discussion will respond and fill in from there.

5. Learning Goals:

What do you hope to learn from having your classmates discuss this experience?

Additional Readings and Resources:

Articles (Required)

Moore, D.D., Williams, C, & Cooper, C. (2022) Pastoral Leaders Perceptions of Mental Health and Relational Concerns within Faith Based Organizations. *Journal of Pastoral Care and Counseling*, 80-88, DOI: 10.1177/542305022|08|476

Koenig, H.G., Al Zaben, F. (2021) Moral Injury: An Increasingly Recognized and Widespread Syndrome. *Journal of Religion and Health*, 2989-3011, <https://doi.org/10.1007/s10943-021-01328-0>

McLean, G., (2022) Spiritual Health Support for Individuals with Serious Mental Illness in the Community. *Journal of Pastoral Care and Counseling*, DOI: 10.1177/15423050221092318

[INMI 10 things faith community leaders can do to make the world a better place.pdf](#)

Note: PDF copies of these articles will be provided to all registered students.

Memoir

Darkness Visible: A Memoir of Madness by William Styron. (Vintage, 1992)
ISBN 978-0-679-64352-4

Website

[National Alliance on Mental Health
<https://www.nami.org/Support-Education/Publications-Reports/Guides/Circle-of-Care-Guidebook>](https://www.nami.org/Support-Education/Publications-Reports/Guides/Circle-of-Care-Guidebook)

Opportunities/Resources for Spiritual Care

Guided Imagery for Groups: Fifty Visualizations That Promote Relaxation, Problem-Solving, Creativity, and Well-Being by Andrew E. Schwartz | Aug 1, 1997

The Healing Waterfall: 100 Guided Imagery Scripts for Counselors, Healers & Clergy (1) by Max Highstein | Jan 5, 2017

Self-Care

Switch Off: The Clergy Guide to Preserving Energy and Passion for Ministry by Heather Bradley and Miriam Grogan | Aug 2, 2016

The Spiritual Leader's Guide to Self-Care by Rochelle Melander | Feb 1, 2002

Summary of concepts/terminology

DSM-5 Insanely Simplified: Unlocking the Spectrums within DSM-5 and ICD-10 by Steven Buser (Author), Leonard Cruz (Author), Luke Sloan (Illustrator) Feb 1, 2019

Recommended Contemporary Films

In addition to the resources above, you are recommended to watch the following contemporary films. These films are available, for very low-cost rental, through Amazon or other sources.

- 1) *Awakenings*, with Robin Williams. Directed by Penny Marshall.
(Image Entertainment -1990)
- 2) *Silver Linings Playbook*. Directed by David O. Russell.
(Weinstein Co. -2012)
- 3) *Still Alice*. Directed by Richard Glatzer and Wash Westmoreland.
(Sony Pictures – 2015)

Other Recommended Books by Category - A Working List

Brain Science and Theology:

What is Neurotheology? by Brian C. Alston. (Booksurge Publishing, 2007)
ISBN 1-4196-6825-0

Remembering the Future, Imagining the Past: Story, Ritual and the Human Brain by David Hogue. (Wipf and Stock, 2009) ISBN 978-1606088609

Lying Awake by Mark Salzman. <Fiction> (Vintage, 2001.) ISBN 978-0375706066

Brain Science (General):

Your Healthy Brain: A Personal and Family Guide to Staying Healthy and Living Longer by Dr. Stephen Kiraly, MD. (West Coast Reproductions, 2008)
ISBN 978-0980881400

Memory: The Key to Consciousness by Richard F. Thompson and Stephen Madigan. (Princeton University Press, 2005) ISBN 978-0691133119

The Secret Life of the Brain by Dr. Richard Restak. (Joseph Henry Press, 2001)
ISBN 978-0309074353

The Man Who Mistook His Wife for a Hat: And Other Clinical Tales by Oliver Sacks. (Touchstone, 1998) ISBN 978-0684853949

Mental Health and Depression/Bipolar Concerns:

An Unquiet Mind by Kay Redfield Jamison. Vintage, 1996.
ISBN 978-0679763307

The Up and Down Life: The Truth about Bipolar Disorder – the Good, the Bad and the Funny by Paul E. Jones. (Perigee, 2008) ISBN 978-0-399-53422-5

Bipolar Disorder: A Guide for Patients and Families (2nd Edition) by Dr. Francis Mondimore. (Johns Hopkins University Press, 2006) ISBN 0-8018-8314-8

Mental Health and Autism/Asperger's Syndrome:

Mother Warriors: A Nation of Parents Healing Autism Against All Odds by Jenny McCarthy. (Dutton, 2008) ISBN 978-0-525-95069-1

Autism Spectrum Disorders: The Complete Guide to Understanding Autism, Asperger's Syndrome, Pervasive Developmental Disorder, and Other ASDs by Chantal Sicile-Kira and Temple Grandin. (Perigree, 2004) ISBN 0-399-53047-9

The Encyclopedia of Autism Spectrum Disorders by Carol Turkington and Ruth Anan. (Facts on File, 2007) ISBN 0-8160-6002-9

Mental Health and the Elderly/ Dementia:

Still Alice: A Novel by Lisa Genova <Fiction> (Wheeler Publishing, 2009)
ISBN -10: 1-4391-0281-3

When Your Loved One Has Dementia: A Simple Guide for Caregivers by Joy A. Glenner, et al. (Johns Hopkins University Press, 2005) ISBN 0-8018-8114-5

Mental Health and Grief Issues:

The Year of Magical Thinking by Joan Didion. (Vintage, 2007)
ISBN 978-1-4000-7843-1

A Grace Disguised: How the Soul Grows Through Loss by Gerald Sittzer. (Zondervon, 2005) ISBN -13:978-0-310-25895-7

Mental Health and Addiction/Codependency & Recovery Issues:

Women Under the Influence by National Center on Addiction and Substance Abuse. John Hopkins University Press, 2005. ISBN 978-0801882289

Thirst: God and the Alcoholic Experience by James Nelson. Westminster John Knox Press, 2004. ISBN 978-0824514013

The Recovery Book by Arlene and Howard Eisenberg. (Workman Publishing, 1992)
ISBN 978-1563050848

The Good News about Drugs and Alcohol: Curing, Treating and Preventing Substance Abuse in the New Age of Biopsychiatry by Dr. Mark S. Gold. (Villard Books, 1992) ISBN 978-0394589497

Other Helpful Resources

The Minister as Diagnostician: Personal Problems in Pastoral Perspective by Paul W. Pruyser (Westminster, 1976) ISBN 0-6642-4123-9

Fragile Connections: Memoirs of Mental Illness for Pastoral Care Professionals by Donald Capps. (Wipf & Stock) ISBN 978-1625645838

The Decades of Life: A Guide to Human Development by Donald Capps (Westminster John Knox Press, 2008) ISBN 0-6642-3241-8

Narrative Therapy (Theories of Psychotherapy) by Stephen Madigan (American Psychological Association, 2010) ISBN 978-1433808555

How God Changes Your Brain: Breakthrough Findings from a Leading Neuroscientist by Andrew Newberg, M.D. and Mark Robert Waldman (Ballantine Books, 2009) ISBN 978-0-345-5034281

Crazy Like Us: The Globalization of the American Psyche by Ethan Watters (Free Press, 2010) ISBN-10: 141658708X

Blessed Union: Breaking the Silence about Mental Illness and Marriage by Sarah Griffith Lund. (St. Louis: Chalice Press, 2021) ISBN 978-0-827203143 <Available on KINDLE.>