

ERSKINE THEOLOGICAL SEMINARY
PM-776G: INTRODUCTION TO CONGREGATIONAL
HEALTH MINISTRY
J-TERM 2010

PLEASE **NOTE HYPERLINKS** TO HELP YOU NAVIGATE SYLLABUS

[The Buck Mickel Center-Rm. 193](#)
216 South Pleasantburg Drive
Greenville, SC 29607
(864).250.8800

January 2010 Saturdays
9:00 am to 4:00 pm
on
1/9, 1/16, 1/23, and 1/30
plus 2 additional Saturdays on
EDEN – Asynchronous Posts:
See Course Schedule (p.12)

Professor: M. Jerdone Davis, Ed.D.
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P. O. Box 668
Due West SC 29639



jdavis@erskine.edu

Fax: 864-379-3171
[Erskine Faculty Web](#)

OFFICE HOURS: By Appointment Only.

If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment. I welcome your telephone calls to my home phone (no later than 9:30 p.m. in the evening) if you do not make contact with me by my office telephone. When not in the office, I do check office voice mail messages once or twice a day.

BOLD PRINT BELOW IS THE STUDENT'S UNDERSTANDING
REGARDING THIS COURSE:

Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a **BINDING CONTRACT**, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course and full tuition charges will apply. **NO EXCEPTIONS WILL BE MADE TO THIS POLICY.**

COURSE DESCRIPTION

This course examines congregational health ministry regarding the holistic care of persons involving physical, mental, emotional, social, and spiritual aspects of being. Theological approaches to congregational health are examined from the perspectives of Biblical teachings on health, the nature of humanity, and the outreach of a particular faith tradition to the surrounding community. The aim of the course is to educate and train local church leadership and professional nurses in a model of wellness and holistic health that is based in solid Biblical teaching coupled with professional medical-nursing practice. Required. 3 hours.

LEARNING OBJECTIVES AND COURSE FORMAT

The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. As a part of that mission, the seminary offers a certificate for RN's, and a form of recognition for LPN's, clergy and/or church leaders who complete 15-hours of coursework in Congregational Health Ministry. Erskine Theological Seminary requires this basic course in Congregational Health Ministry as an introduction to this certificate. The first goal of the course is to establish a firm Biblical and theological foundation for a congregational health ministry in the local church. A second goal is to aid students in sharpening their abilities to minister compassion and presence in tandem with others in church leadership. A third goal is to teach students to design and implement a model for congregational health ministry in the local church that is line with the Scope and Standards of Parish Nursing Practice.

Upon completion of this course, the student should be able to:

1. Explain the historical, Biblical, theological, and philosophical roots of congregational health ministry.
2. Identify Biblical passages leading to personal spiritual growth with the intent of offering compassion and presence to congregants dealing with various issues of health and wellness.
3. Identify useful resource material for use in spiritual formation, congregational health ministry, and the ethical and legal issues of congregational health nursing.
4. Practice social and leadership skills regarding prayer, contemplative Bible reading, and active listening.
5. Identify interventions and community resources that congregational health nurses use to promote health and wellness.
6. Implement the steps of building the organizational structure for a beginning congregational health ministry.

The form of the course includes lectures by the instructor, invited lecturers, presentations of content by students, and group discussions.

REQUIRED READINGS AND RESOURCES

1. The required texts listed below are available for purchase from [the Erskine Seminary Online Bookstore](#). "Control + click" on this icon for details:





Patterson, Deborah L. *Health Ministries: A Primer for Clergy and Congregations*. Cleveland, OH: The Pilgrim Press, 2008.



Caiger, Barbara. *Walking Alongside: The Essence of Parish Nursing*. Victoria, BC, Canada: Trafford Publishing, 2006.

Please consider this link in order to search for your textbooks:
<http://www.erskineseminary.org/bookstore.html>. At the time of writing this syllabus, 9 copies of the Caiger book are available from Amazon.com.

CHM HANDOUT FILE: Handouts for each section for the course will be available for taking notes each Saturday in January. Located on EDEN under PM-776G Congregational Health Ministry, this requires a Username and Password, then a Login Key. Please contact the professor for more information. Also, located on this site will be all lectures, powerpoints, and other material used in classes. These will be available for download once the student has completed the course.

COURSE REQUIREMENTS AND EXPECTATIONS

- 1. Attendance** – Your preparation for, presence at, and participation in all class sessions is assumed for a passing grade. Each student, therefore, is expected to arrive on time, including following class breaks, and to attend all class meetings for their duration. In the event that an absence is necessary—for whatever reason, including pastoral duties, work, or family responsibilities—the student is responsible for all assignments and all work done in class. Absences in excess of six (6) hours, may limit one’s final grade to no higher than a "B." Absences in excess of nine (9) hours likely will result in receiving no credit for the course. Any student who misses nine or more cumulative hours of class should complete a Drop/Add form and give to the registrar withdrawing from the course rather than failing it. Students who miss more than three hours of class are required to do extra work and are expected to take the initiative to secure the assignments for make-up work from the professor. Failure to complete extra work will result in the reduction of one’s final course grade by one full letter grade. (If dropping the course, complete the drop/add form and turn in to the Registrar or the charges for the course will stand, and an “F” grade will be recorded on the student’s record.)

2. **Return of Papers** – Students who wish to receive graded papers between class meetings must provide the professor with a **self-addressed stamped envelope**. Insufficient postage will result in the paper not being mailed to the student. Students having an Erskine Seminary campus box, please indicate your box number on the cover sheet of the paper, and graded papers will be returned to your box. These procedures are required by the FERPA (Family Educational Rights and Privacy Act). Students are encouraged to turn in papers electronically to the professor’s e-mail or upload to EDEN within the designated link in the _____ course.
3. **Language about God and Humanity** – Although God transcends the distinction between male and female, the Bible and the Church’s historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing “humanity” rather than “man” or “people” rather than “men”).
4. **Conduct in Theological Discussions** – Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.
5. **Assignments** – The design of assignments is to enhance the student’s learning experience and to stimulate vision for ministry. Assignments are due *in class* on the date indicated in the Course Schedule. An absence does not negate this requirement unless prior arrangements have been made. Late work will be accepted **up to one week** after the assignment is due but will receive a penalty reduction of one letter grade, and failure thereafter. Successful completion of the course is determined on a cumulative score of 70—100. Any cumulative score below 70 constitutes a failure for this course.
6. **Incompletes** – The grade of “I” or incomplete is given at the discretion of the professor. A grade of “I” is normally given when a student has substantially completed the requirements for the course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally

complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or e-mail rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions on incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

See Erskine Theological Seminary Catalogue for Details Concerning Grading Scale:

Grading Scale:

100-95	A	83-80	C
94-93	A-	79-78	C-
92-91	B+	77-76	D+
90-88	B	75-72	D
87-86	B-	71-70	D-
85-84	C+	69-0	F

Required Assignments Summary - 100 points (Due Dates according to Course Calendar)

- a. Local Congregation Research Project – 30 points
- b. Written and Oral Testimony of Faith

OR

Written and Oral Devotional – 10 points

- c. Reflection Papers (2 essays, each 15 points) – 30 points
- d. Final Project (Model for Ministry) – 30 points

a. Local Congregation Research Project - 30 points

Completion of this assignment is due via EDEN by Saturday, February 13, 2010. E-mail a completed written copy of the project as an e-mail attachment to the professor (jdavis@erskine.edu) by 10 February 2010. Through EDEN, each

student will post threads informing the group his/her findings in each area for the purpose of considering the unique design of each congregational health ministry. The professor will monitor the threads and will post questions to stimulate dialogue.

1.) **Research your local faith community's philosophy of practical and educational ministry.** State the **vision** and **mission** statement of the local faith community chosen. State the **purposes** of **practical** ministry and the **educational** ministry according to the local faith community board, session, or other administrative body. State the **philosophy** of each ministry with its **theological** and/or **Biblical** bases. (If the local faith community does not have a philosophy, record your interview with the administrative official(s) of the local faith community.)

2.) **Detail the demographics of the selected faith community.** What are the age groups noted? What group comprises the largest number of the faith community? List any obvious wellness issues according to group as well as any other disabilities or illnesses noted. Are any actions being taken by the administrative staff and/or members to assist and what methods of ministry are being provided? What is the general economic level of the selected faith community? List other known economic levels that may or may not contribute to health and wellness among those associated with the faith community. Protecting anonymity, determine and record the general number of people associated who are unemployed and/or without medical insurance. How is the faith community assisting these unemployed and those with deficient or absent insurance? How is the faith community providing for socialization of those associated (whether members or people in the larger community) with the local faith community? Do all associated with the local faith community receive adequate medical help, prescriptions if needed, various therapies if ordered by physicians, rides (if needed) to and from doctors' offices, therapy centers, pharmacies? Determine from interviews with the administrative staff if there are family violence issues and ministry available to such families. Determine from interviews with administrative staff what ministry support is in place for those suffering from grief of any kind and/or loss of loved ones. Document any other issues not detailed above.

3.) **Survey the environment of the selected local faith community.** List any accessibility issues (e.g., handicapped parking, wheelchair accessibility, elevators, hall widths, armchairs, hearing aid devices). Dependent upon the size of the local faith community are there adequate AED devices present for emergency situations? Who is trained to operate the AED should an emergency occur? Are toys, infant seats, cribs, sheets, pillows, carpets disinfected properly on a regular basis? Who is trained to handle these sanitation issues? Is training available and how often? Are all rooms of the faith community buildings equipped for easy exit in case of fire? Is the selected faith community updated regarding local fire

codes? Are there issues with mold or mildew in any of the buildings? What is the policy detailing proper recourse to solve these problems?

4.) **Who oversees the work of practical ministry in this local faith community?** What are the various ministries in the area of “practical ministry” within the chosen faith community? Is there a paid staff position to coordinate these ministries? How are volunteer workers recruited, selected, and retained? List any training programs and details of each in place for each particular ministry noted? How often and when is training offered for volunteer workers? What kinds of materials are used in training? (If no or minimal training is offered in the selected faith community, record your interview with the person or persons in charge of recruitment and maintenance of volunteers.)

5.) **Reproduce the practical ministry budget of the selected faith community.** (If none is available, determine with the person(s) in charge of the practical ministry of the faith community what the budget should be.) This budget should be as detailed as possible. Often this information is difficult to obtain. As you research encourage the person with whom you speak that this is confidential information and is for a classroom learning experience only.

(20 points possible for research and 10 points possible for EDEN posting and dialogue)

b. *Written and Oral Testimony of Faith OR Written and Oral Devotional (10 points)—Choose one of the following:*

--Written and Oral Testimony of Faith: Write a short essay of one to three paragraphs that chronicles your personal faith journey. Include Scripture, events, and/or people impacting your spiritual life.

--Written and Oral Devotional: Complete this assignment by selecting a passage of Scripture and spend time meditating upon the meaning of the passage. What is the passage saying within the context of the larger passage or chapter? Check the meaning of the passage with your minister. You may also select hymns, and/or a devotional book of your choice that points to a specific passage. To write your devotional, choose one of the following themes (Joy in Trials, Healthy Grieving, Acceptance of God’s Will, or Living or Dying). If you have a specific interest that pertains to congregational health ministry, discuss your idea with the professor prior to completing this assignment.

The written portion of this assignment is due by e-mail to the professor (jdavis@erskine.edu) on Monday, January 11, 2010. The oral portion of this assignment will be due on Saturday, January 16, 2010, in class. Each student will present his/her topic for the entire class. *Total points = 10 possible.*

c. Reflection Papers - 30 points (15 points each essay)

1. Patterson's text on *Health Ministries: A Primer*: In a 3-5 page essay, react to each chapter of the textbook regarding your agreement and/or concerns regarding the philosophy of congregational health ministry. Topics should include history, components of care, philosophy, implementation of ministry, budgeting, interpersonal dynamics of faith community staff, congregants, committee and nurse. **15 points DUE 1-23-10 IN CLASS.**

2. Caiger's *Waking Alongside*: In a 3-5 page essay, interact with Caiger's writing and what your ministry as a congregational health nurse or clergy or committee member would look like as you consider and pray about such a ministry. **15 points DUE 1-30-10 IN CLASS.**

d. Final Term Paper/Project (30 points)

The student will complete a paper developing a philosophy of congregational health ministry that supports the overall vision and mission of a particular local faith community. Components included with this assignment are:

1. Final Paper:

a. Steps for a beginning structure of a local congregational health ministry. Include the vision and mission of the individual faith community and the unique philosophy of congregational health ministry for this particular faith community.

b. List of actual community resources and interventions for the nurse to consult in order to promote health and wellness within the faith community.

c. A uniquely designed Bible devotional and prayer that is practical and can be implemented during a formal consultation with a congregant seeking aid.

d. Discussion of the writer's individual call and/or interest in congregational health ministry.

2. EDEN Hybrid Classroom: Completion of this project will be posting four asynchronous threads in the EDEN Hybrid Classroom by February 27, 2010. The professor will set up these threads for each section of the final paper, and will monitor student posts and responses to each thread. Each has much to offer others in the realm of this unique ministry. The professor will be looking for a Q&A type of dialogue by the students.

Use a combination of professional journals and educational textbooks ONLY. Consult textbooks for additional references (end of each chapter). *If you are utilizing Internet resources, ONLY sources from ATLA, WORLDCAT, and ERIC databases will be accepted; as well, electronic journals are acceptable. (Click on this link to see the*

webpage with journals to choose from: <http://www.erskine.edu/library/index.htm>.) Documentation must reflect this; otherwise, you will not receive credit and points will likely be deducted. An example of documentation is on page 15 of the syllabus. Gather your resources early, consulting the ILL librarian from McCain Library or other libraries in your area. Please do not wait until the last minute to do your research. (You are encouraged to research your topic using additional references to the course reference list.) The paper is due as an attachment by e-mail to the professor (jdavis@erskine.edu) by Wednesday, February 24, 2010. This assignment counts 30 points toward the final grade (20 points written; 10 points threaded discussion).

SEMINARY POLICIES

1. **Style and Bibliographical Formatting Requirements** – All papers must be typed/processed (twelve point type, double spaced, one-inch margins) and fully documented, following the standards in the “Style and Form Standards for All Masters Level Programs” (Erskine Seminary). In this course, footnotes and a bibliography are required in each paper. The paper’s cover page and bibliography are not counted towards page requirements. Click on this icon.



2. **Plagiarism** – Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and the integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community’s discernment and cultivation of gifts, both within the Christian community and in God’s larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

1. *Quotations.* Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

2. *Paraphrasing.* Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

For details refer to the Erskine Seminary Handbook under the Honor Code.

Click on this icon.



NOTE: Under no circumstances will the professor accept a paper containing others' work, either downloaded from Internet sites or used from other students' papers. (In other words, the purpose of the assignment is for the student to reflect critically on the topic at hand and to articulate those reflections in writing.) If the student turns in such a paper to the professor, the grade is an automatic "F" or "0". As in scholarly writing, the student may quote from a reference work using proper citations. The student may also reference others' work in the student's own wording but must give proper credit by citing the original source. (See Turabian for instructions on footnotes, parenthetical references, citations, reference lists, and bibliographies.)

If the student is a published author and chooses to cite from his/her copyrighted material, proper citations must be made as well. Not to do so is considered plagiarism.

AN EASY CHECK: If the thought is not your original thought, give credit to the one from whom you borrowed the thought.

ERSKINE THEOLOGICAL SEMINARY

PM-776G: INTRODUCTION TO CONGREGATIONAL HEALTH MINISTRY J-TERM 2010

COURSE SCHEDULE

<u>CLASS DAY DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
9 January 2010	INTRODUCTIONS: Roll, Syllabus, UNIT I: SPIRITUALITY	
16 January 2010	UNIT II: PROFESSIONALISM	Oral Testimony/Devotional Due
23 January 2010	UNIT III: WHOLISTIC HEALTH	“Patterson” Reaction Paper and Presentation Due
30 January 2010	UNIT IV: COMMUNITY	“Caiger” Reaction Paper and Presentation Due
31 January – 13 February 2010—Online threaded discussions	PRESENTATION OF LOCAL CONGREGATION RESEARCH PROJECT	Written Portion Due: 2- 10-2010 by e-mail. Threaded Discussion Completed by 2-13-2010 at 5:00p.m. on EDEN
31 January -- 27 February 2010—Online threaded discussions	PRESENTATION OF FINAL PHILOSOPHY OF MINISTRY RESEARCH PAPER	Written Portion Due: 2- 24-2010 by e-mail. Threaded Discussion Completed by 2-27-2010 at 5:00p.m. on EDEN

EXAMPLE OF DOCUMENTATION FROM ATLA OR OTHER DATABASES

“There are several questions, namely that of the place of women in the Church . . .”
(Behr-Sigel 2004, 49).

Behr-Sigel, Elisabeth. 2004. The ordination of women: A point of contention in ecumenical dialogue. In *St. Vladimir's Theological Quarterly* 48:1, 49.
<http://www.erskine.edu:2074/pls/eli/ashow?aid=ATLA0001410517>. Downloaded
1 July 2005 at 10:55p.m.

