



Teaching and living a prophetic vision of Jewish life renewed in Yeshua

RS503 – Caregiving through the Changes and Challenges of Life

Rabbi Russ Resnik, rresnik@comcast.net

March 17-June 2; Spring Semester 2023–24

Populi (<https://mjti.populiweb.com>)

COURSE DESCRIPTION

The effective Messianic Jewish leader must have skills in spiritual guidance and caregiving, as well as basic skills in short-term pastoral counseling for their congregants during times of crisis. This course equips the student to provide such counseling. Further, this course will help rabbis to provide effective support and resources to congregants as they prepare for and experience the changes and challenges of life. The course is built on the rhythm of the Jewish lifecycle and draws on sources that validate and enhance a Messianic Jewish identity. It addresses related issues such as mental illness, addiction, and abusive relationships, with a specific focus on when and how to refer congregants to professional help.

RELATIONSHIP TO THE CURRICULUM

This course builds on the Jewish lifecycle, focusing on how to care for individuals and congregants through the stages of life. RS502 addresses the how-to of the Jewish lifecycle events, and addresses the emotional and spiritual needs of individuals experiencing these events, as well as related issues.

RELEVANCE

The effective Messianic Jewish professional or lay leader must have skill in spiritual direction and caregiving, as well as basic skills in short-term Jewish pastoral counseling through emotional difficulties and crises.

PREREQUISITES

None. Limited to Rabbinic Studies students and those with special permission.

TECHNICAL REQUIRMENTS

This is an online course. The student must have a computer and internet access. Please contact Joyce Klayman, our IT assistant, for technical help at jbklay@gmail.com.

COURSE FORMAT

Lecture (by podcast and/or video conference) and asynchronous online discussion (by blog).

REQUIREMENTS

Attention to lectures, participation in discussion threads, interaction with assigned readings, and completion of the assignments listed below.

REQUIRED TEXTS

Friedman, Rabbi Dale A. *Jewish Pastoral Care, 2nd Edition: A Practical Handbook from Traditional and Contemporary Sources*. Woodstock: Jewish Lights Publishing, 2005.

Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York, London: The Guilford Press, 2011.

Before the first class, students should read all of *Generation to Generation* (300 pages) and *Jewish Pastoral Care*, Introduction, pp. xii–xxv; Section I, pp. 28–55; and Section II, pp. 95–149. Additional reading assignments are listed in the Course Outline below, with listed handouts made available during the course, and should be completed before blogging for the given week.

RECOMMENDED TEXTS

General

Cloud, Dr. Henry and Townsend, Dr. John. *Boundaries*. Grand Rapids: Zondervan 2003.

Klein, Rabbi Isaac. *A Guide to Jewish Religious Practice*. New York: Jewish Theological Seminary of America, 1992.

Luskin, Dr. Fred. *Forgive for Good: A PROVEN Prescription for Health and Happiness*. New York: Harper One, 2003.

Nouwen, Henri. *The Wounded Healer*. New York: Image Books, Doubleday, 1979.

Ochs, Carol, Olitzky, Kerry M. *Jewish Spiritual Guidance*. San Francisco: Jossey-Bass Publishers, 1997.

Smedes, Lewis B. *The Art of Forgiving: When You Need to Forgive and Don't Know How*. New York: Random House, 1996.

Twerski, Rabbi Abraham J., MD. *Visions of the Fathers*. Brooklyn, NY: Shaar Press, 1999. This is a commentary on Pirkei Avot by a Chabad rabbi who was also a practicing psychiatrist.

Bar Mitzvah & Youth

Kesher, Issue 1, Summer 1994. Available through MJTI. The whole issue is dedicated to the Bar Mitzvah, from a distinctly Messianic Jewish perspective.

Salkin, Jeffrey K. *Putting God on the Guest List: How to Reclaim the Spiritual Meaning of Your Child's Bar or Bat Mitzvah*, Third Ed. Woodstock, VT: Jewish Lights, 2005.

Salkin, Jeffrey K. ed., *Text Messages: A Torah Commentary for Teens*. Woodstock, VT: Jewish Lights, 2012.

Marriage

Diamant, Anita. *The New Jewish Wedding*. New York: Fireside, 2001.

Kesher. Issue 29. Summer/Fall 2015. This issue features “The Two Shall Become One Flesh: The Beginning and End of Marriage,” by Rabbi Russ Resnik, and “A Messianic Jewish View of Divorce,” by Dr. Vered Hillel.

Lamm, Maurice. *The Jewish Way in Love and Marriage*, Middle Village, NY: Jonathan David, 1991.

Illness/Bereavement

Lamm, Maurice. *The Jewish Way in Death and Mourning*, New York: Jonathan David, 1969.

Ozarowski, Joseph S. *To Walk in God's Ways: Jewish Pastoral Perspectives on Illness and Bereavement*. Northvale, NJ: Jason Aronson, Inc., 1995.

Wieseltier, Leon. *Kaddish*. New York: Vintage Books, 2000.

Depression/Anxiety & Addiction

Copans, Stuart A., Olitzky, Kerry M. *Twelve Jewish Steps to Recovery: A Personal Guide to Turning from Alcoholism and Other Addictions*, Second Edition. Woodstock, VT: Jewish Lights, 2012.

Taub, Rabbi Shais. *God of our Understanding: Jewish Spirituality and Recovery from Addiction*. Jersey City, NJ: Ktav, 2011.

ASSIGNMENT INSTRUCTIONS AND DEADLINES

Participation in the asynchronous online discussion is crucial to learning in the course and to your course grade. Reading assignments and discussion prompts will be posted on the discussion board by Sunday morning of each week. **A mandatory video conference with Rabbi Resnik and all students will be held on Sunday, March 17, at 2:00 PM Pacific Time.** In order to sustain a meaningful asynchronous discussion, students are to post their response to the discussion prompts by Monday, and to post at least three responses to other students' comments throughout the week, Sunday through Thursday. Discussions will pertain directly to the reading, videos, and unit topics. This portion of your grade will be based upon evidence of critical interaction with the reading and video assignments, frequency of posts, quality of posts (spelling, grammar, punctuation, etc.), and interaction with fellow students.

Coursework also includes these final assignments, due June 2, 2024:

1. Course summary

- A 3-4 page response paper highlighting three new insights or skills you learned in class, and details of how you've applied, or plan to apply, them to your own life and ministry.

2. In-person assignment

EITHER:

- A pastoral care experience
Provide visitation to a congregant who is ill, hospitalized, in treatment, recently bereaved, or in other need of pastoral care, and report on your experience. This should entail 2-4 in-person visits, coordinated with the leader(s) of your congregation. Write a five-page response paper highlighting three new insights or skills you learned in class that you were able to apply in serving this congregant.

Please submit your proposed visitation to Rabbi Resnik before you start, no later than April 4; he will provide guidelines for visiting and for reporting.

OR

- A meeting with a professional or pastoral counselor
Meet with a licensed professional counselor or psychologist or credentialed pastoral counselor, in your area, with the following goals: (1) Establish rapport with a professional to whom you may refer congregants presenting with clinical symptoms or needing longer-term therapy; (2) Gain an understanding of his-her general approach and

relevant insights; (3) Educate the professional about special issues in Messianic Jewish life and faith in order to improve the experience of congregants you may refer.

To find a professional, consult with local pastors, rabbis, and ministry leaders. You can also conduct a refined search on psychologytoday.com, the website for the American Association of Christian Counselors (<http://www.aacc.net/>), or the website of the association of counselors in your state. Outside the USA, because of varying professional standards, you may meet with a rabbi, pastor, or lay leader who can serve as a referral for counseling needs.

Write a five-page report on your meeting and what you learned.

3. Resource Assignment

Compile a directory of local resources to publicly post in your congregation, make readily available to congregants, and have conveniently on hand in order to respond to phone call inquiries and crisis calls.

The resource directory is to include two sections, which can be adapted as necessary for the student's location:

A. Emergency and hotline phone numbers

- 911
- Non-emergency police
- Hospital emergency room
- Suicide prevention
- Domestic violence
- Human trafficking
- Child abuse help/ prevention
- Department of Social Services/County children's services
- Poison control
- Rape crisis
- Runaway youth
- Victim assistance
- Parent stress
- Pregnancy/teen parenting
- Elder abuse
- Safe Havens for Infants
- Teen Crisis

B. Resources for Longer-term Needs:

See www.211.org

Include business name, address, phone number and website as appropriate

- Two or more food pantries
- Local Salvation Army and 1 other social service agency
- Homeless shelter
- Energy assistance
- Public transportation
- County job and family services
- Legal aid/Legal clinic

- Translation and immigrant services
- Women Infants and Children
- Local Head Start office
- Veterans commission
- AA and other 12-step support groups
- SMART recovery support groups
- Drug-alcohol treatment centers
- Mental health center

COURSE OUTLINE

Date	Title of Lesson	Assignment
Week 1 Mar 17-21	<i>Complementary Systems</i> • Relationship between pastoral care and clinical counseling • Spiritual accompaniment • Family system; Congregational system	Introductory live Zoom session, 2:00 PM Pacific, Sunday, March 17. Asynchronous blog discussion based on video lecture and initial assigned readings.
Week 2 Mar 24-28	<i>Getting started</i> • Deep listening: essential to spiritual accompaniment • Intro to Motivational Interviewing • Use of prayer and Scripture	Read: Karen Worstell, “Livui Ruchani: Spiritual Accompaniment in Messianic Jewish Community,” <i>Keshet: A Journal of Messianic Judaism</i> , Issue 33, Summer-Fall 2018 View two Motivational Interviewing videos prior to Zoom session on Monday evening: https://youtu.be/FBDII0ftIdc https://youtu.be/3rSt4KIaN8I Zoom session on listening skills (in lieu of blog discussion), 6:00 PM Pacific, Monday, March 25.
Week 3 Mar 31-Apr 4	<i>Caring for couples</i> • Premarital counseling (Tasks of courtship) • Marital communication and conflicts • Affirming singles and their unique issues	Read: <i>Jewish Pastoral Care</i> , Sec. III, pp. 243–274, and “Better Goals for Marriage Counseling,” by Rabbi Russ. View Gottman video: https://www.youtube.com/watch?v=AKTyPgwfPgg <i>Asynchronous blog discussion</i> Turn in proposed plan for pastoral care experience, if applicable (see In-person Assignment above).

Week 4 Apr 7-11	Parenting and the changing face of families • Identity formation • Hot button issues: technology, sexuality, crisis of faith, self-harm, suicide	Read: Bruce Stokes, “Cultural Adolescence or Biblical Youth: a Religious Parent’s Challenge,” <i>Kesher</i>, Issue 33, Summer-Fall 2018 “The Adolescent Quest” by Rabbi Resnik Watch Motivational Interviewing session with substance-abusing teens. https://youtu.be/K-zJme3RTzM Asynchronous blog discussion
Week 5 Apr 14-18	Special issues in caregiving Topic 1: The anxiety-depression epidemic Topic 2: Caregiving through crisis: Addictions, infidelity, domestic abuse	Read <i>Jewish Pastoral Care</i>, Sec. III, pp. 275–343, and “Dealing with Depression,” by Rabbi Resnik Asynchronous blog discussion
Pesach Break (no classes) Apr 22–30, 2024		
Week 6 May 5-9	Bikur holim Topic 1: Visiting the sick and dying Topic 2: Ministry to the elderly, the dying, and their families	Read <i>Jewish Pastoral Care</i>, Sec. 1, pp. 56–74; Sec. III, pp. 225–242; 344–399 Real-time Zoom session on visitation skills (in lieu of blog discussion), 6:00 PM Pacific, Monday, May 6.
Week 7 May 12-16	Caring at the end of life • The mitzvah of care for the deceased • Mourning with the mourners	<i>Jewish Pastoral Care</i>, Sec. III, pp. 400–432 Asynchronous blog discussion
Week 8 May 19-23	Putting it into practice • Caring for the caregiver • Key principles of pastoral counseling • Developing a pastoral care plan	<i>Jewish Pastoral Care</i>, Sec. II, pp. 211–222 Read “Four Pillars of Pastoral Counseling,” by Rabbi Resnik Asynchronous blog discussion

LEARNING OBJECTIVES

After completing this course successfully, the student will be able to:

- Respond more effectively to emotional and spiritual needs of congregants and others in the larger community.
- Employ life cycle events as transition points that empower and inspire both individuals and the community.
- Understand family dynamics and their role in the life of congregants and the congregation as a whole.
- Identify and effectively address problem issues specific to the millennial generation.
- Utilize Jewish sources and traditions to enhance the Messianic Jewish identity of congregants as well as the greater congregational community.
- Recognize and respond to common behavioral health issues, as well as substance and behavioral addictions.
- Create a plan for enhancing pastoral care in the congregation.
- Understand when and how to make professional referrals.

ASSESSMENT

Grades will be awarded according to the following criteria:

Quality and quantity of participation in online discussion	40%
Live online participation	20%
Course Summary assignment	10%
Pastoral care experience/Meeting with professional	20%
Resource assignment	10%
Total	100%

THE GRADING SYSTEM

The basic letter grades have the following significance:

A Exemplary

B Adequate

C Passing, but requiring substantial improvement

P Passing (for use only if the Pass/Fail option is available and selected)

F Failed

Grades have been assigned the following numerical values for the purpose of computing the grade point average:

A 4.0 | A- 3.7 | B+ 3.3 | B 3.0 | B- 2.7 | C+ 2.3 | C 2.0 | C- 1.7 | F 0.0

Further aspects of the MJTI Grading System can be found on page 32 of the MJTI Catalog.

Standard MJTI Assessment Rubrics

Assessment Criteria for Asynchronous Online discussion				
Analytical Reflection	Evidence/Support	Interaction	Writing	Total
30%	30%	30%	10%	100%
Demonstrates a serious attempt to grapple with the Unit material. Analysis is reasonable and gives opportunity for interaction. Asks relevant questions.	Supports discussion points with references to assigned readings, logical analysis, and examples. Gives citations (work, page number) for material quoted or paraphrased.	Interacts with the instructor and other students. Discusses agreement or disagreement with classmates' analytical reflections and provide explanation of logic; and/or respond to questions posed in classmates' analytical reflections, and when appropriate, reference assigned readings, logical analysis, and examples.	Writes in clear, concise, and grammatically acceptable terms.	

Assessment Criteria for Essays				
	A (exemplary)	B (adequate)	C (passing)	F (failed)
Quality of thought	Fresh or even original	Mostly derivative or clichéd	Fully derivative; clichéd	No evident effort to understand
Engagement with subject	Deeply engaged	Modestly engaged	Superficially Engaged	Disengaged
Organization	Well organized	Somewhat choppy	Poor	Disorganized
Mechanics of writing and documentation	Nearly error-free	Some errors or sloppiness	Many errors and very sloppy	Filled with errors and sloppiness
Argument & support	Well-argued and documented	Reasonable clarity and support	Roughly argued and poorly documented	No clearly supported argument or support

MJTI Course Policies

1. **Preparation:** Each student is expected to be prepared for and to participate in the online class discussions.
2. **Dishonesty and plagiarism:** Any form of dishonesty (copying from another student's work or allowing your work to be copied) or plagiarism (passing off another's work as your own,

not giving appropriate credit to another's ideas) will not be tolerated. Such misconduct will result in an automatic "F" grade for the class and a permanent notice placed in the student's academic record. If you are unsure whether an action is permissible or not, please check with the instructor.

3. **Incompletes:** Incompletes will only be granted when the instructor and Academic Dean agree that significant extenuating circumstances have prevented a student from finishing the coursework by the stipulated due date. Extenuating circumstances are major, unplanned, unanticipated, and unavoidable disruptions in one's life or work. To request an incomplete, fill out the form "Request for Grade Incomplete" on the MJTI Webpage (<http://www.mjti.org/forms>). The form will be automatically be sent to the Registrar who will request permission from the Instructor and then the Academic Dean for final approval. If the Incomplete grade is granted, the completed course work is due to the instructor within 8 weeks of the final assignment of that quarter. If the work is not completed within this time, the instructor, based on the amount and quality of the work that has been completed, determines whether a reduced grade or a grade of F is warranted. Further extensions of time, justified by extreme circumstances, are granted only by the Academic Dean.
4. **Leave of Absence/Withdrawal:** MJTI programs are designed to permit students to pursue their studies while managing the many responsibilities they have as adult professionals. MJTI will consider a leave of absence for a student who is experiencing hardships that make effective progress in her/his academic program unusually difficult. Students who, due to unforeseen and serious circumstances (including personal, family emergency, medical, and military service) are unable to take or complete a course during the academic year may submit a Request for a Leave of Absence status to the MJTI Registrar's office. Such status is granted at the sole discretion of the Academic Dean.

Students desiring to drop or withdraw from courses after registering may do so by submitting a Change of Course Status form to the Registrar. If the course is dropped before the quarter begins, the only financial penalty charged is a \$30.00 drop/withdrawal fee. If the change is requested after the quarter begins, the student will be refunded according to the refund policy stated on page 28 of the current catalog. Non-attendance does not constitute official withdrawal. A student who begins a course and does not officially withdraw will receive the grade earned for the entire course, which will usually be a failing grade. MJTI does not accept unofficial withdrawal from a class. A student who officially withdraws from a class will receive a W on their transcript.

5. **Extensions:** Extensions of the due date for the final assignments are not permitted. Students who do qualify for an Incomplete should submit as much work as possible by the due date so that the instructor has time to grade all work in time to meet the instructor's deadline for submitting grades to the MJTI office. At the instructor's discretion, work may be accepted later than the due date, with a deduction of grade for each late day.
6. **Change of Student Status:** A student who has registered to take a course for credit may switch to the status of auditor up to, and including, the last day of the fourth week of class by submitting a Change of Status request form to the Registrar (<http://www.mjti.org/forms>). The tuition differential will only be refunded if the request form is received by the end of the fourth week of the course.
7. **Discussion privacy:** The course discussion is accessible only to those registered for the class through Orbund. To ensure a positive forum for course interaction, students are asked to refrain from excerpting lessons or thread discussions from the course in any format. This will enable the cultivation of a safe and honest forum for dialogue.
8. **Instructors and Email:** Regardless of the course format, instructors shall be available during the course week for private contact from students via email. Instructors are required to respond within 24 hours of receipt (Sunday – Thursday) of student inquiries made via email.

These guidelines apply both to email from students and to student questions asked of the instructor in asynchronous discussion.

Questions: If you have any questions regarding assignments, feel free to e-mail them to the instructor at rebrez@umjc.org.