

**Carey Theological College**  
**APPL620: Pastoral Care in the Church Today**  
**當今教會之教牧關顧**  
**Winter 2026**

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Date: Jan 5 - Mar 13, 2026

Zoom Class: Jan 12, 19, 26, Feb 9, 23 @7:00am-8:30am PST (Monday)

3 Graduate Credits (127.5 hours)

課程大綱雖在學期開始前已盡力使之準確及完整，但於上課前仍可能會按需要而進行修改。

While every effort has been made to be accurate as of beginning of class, syllabi produced before class are subject to change.

### **課程簡介 Course Description:**

本課程探討對牧養事工至關重要的聖經、神學和實踐基礎，並藉著所學知識及實踐提供於您在事工場景中可應用的技能。教牧關顧是當今教會的重要事工。當我們探索聖經神學和教牧神學層面的教牧關顧時，學生將辨識及發展出他們自己的創意異象，俾使可實踐於他們事奉場景之教牧關顧中。作為一個學習團體，我們將得到裝備，成為更有知識、真實的和有能力的牧養關懷者。我們將共同發現，教牧關顧事工是我們對上帝之邀請的回應，藉著聖靈參與耶穌對他的教會、他的子民和他的世界的愛眷。

This course will survey the broad biblical, theological and practical foundations critical to the task of pastoral ministry, and will provide you with skills to apply what you learn in ministry and ministry settings. Pastoral care is a vital ministry in the church today. As we explore the biblical and pastoral theological dimensions of pastoral care, students will identify and develop their own creative vision for the practice of pastoral care for their ministry context. As a learning community we will be equipped to become increasingly knowledgeable, authentic, and capable as pastoral caregivers. Together we will discover how the ministry of pastoral care is our response to God's invitation to participate by the Holy Spirit in Jesus love for his church, his people, and his world.

### **課程目標 Course Outcomes:**

完成本課程後，學生將能夠：

- a. 將聖經和教牧神學的智慧融入他們的教牧關顧的實踐中。
- b. 確認並回應他們地方教會及他們所牧養會眾的教牧關顧之需求。
- c. 探索對會眾更有創意的教牧關顧。
- d. 通過教牧神學的資源和主題去反思他們自己的教牧關顧之實踐。
- e. 開明他們自己的呼召、願景和恩賜，因為這與當今教會的教牧關顧之實踐相關。

After completing this course, students will be able to:

- a. integrate biblical and pastoral theological wisdom into their practice of pastoral care.

- b. identify and respond to the pastoral care needs of their local church and those they serve in ministry.
- c. explore the creative dimension of offering pastoral care to others.
- d. reflect on their own practice of pastoral care through the resources and themes of pastoral theology.
- e. articulate their own calling, vision, and giftedness as it relates to the practice of pastoral care in the church today.

## 課本 Course Textbooks

### 必讀課本 Assigned Reading:

布里斯特著 (C.W. Brister) 《教會中的牧養關顧》。蔡志強、陳秀惠譯，台北：華神，2004。  
(<https://www.logos.com.hk/bf/acms/content.asp?site=logosbf&op=show&type=product&code=9570471549>)

貝內爾著 (David G. Benner) 《心靈關顧：修正基督徒的培育和輔導觀念》。尹妙珍譯。香港：基道，2002。

(<https://www.logos.com.hk/bf/acms/content.asp?site=logosbf&op=show&type=product&code=LP337-2A>)

張宰金，《教牧諮商：改變生命的助人模式》。台北：華神，2005。

(<https://www.logos.com.hk/bf/acms/content.asp?site=logosbf&op=show&type=product&code=9570471654>)

### 建議課本 Recommended Reading:

冉道夫·孫德司主編 (Randolph K. Sanders, ed.) 《基督教諮商倫理》。熊小玲譯，台北：華神，2003。

(<https://www.logos.com.hk/bf/acms/content.asp?site=logosbf&op=show&type=product&code=9789866355141>)

梁國棟著《生離死別的牧養關顧》(二版)。香港：香港基督徒學會，2003。

(<https://www.logos.com.hk/bf/acms/content.asp?site=logosbf&op=show&type=product&code=CI301>)

麥克·林西、羅伯特·麥克布來德、康斯坦·布列特 (Michael Lindsey, Robert W. McBride, Constance M. Plate)。《家庭暴力者輔導手冊》。林明傑、陳文心、陳慧女、劉小萱譯。台北：張老師，2000。

魏恩·奧茨 (Wayne E. Oates)。《哀傷離痛與教牧關顧》。李健儒譯。香港：道聲，1988。

艾德華·威爾契 (Edward T. Welch) 《成癮的聖經輔導觀》。魏寧譯。台北：中華福音神學院出版社，2006。

克納摩 (Clyde M. Narramore) 《成功的青少年輔導》。林秋蘭譯。台北縣：橄欖，1988。

甘東農 (Donald Capps) 著，《易構：牧養關顧的新方法》。譚偉光譯，香港：基道出版社，2005。  
甘東農 (Donald Capps) 著，《鮮活故事：教會裏的牧養輔導》。李金好譯，香港：基道出版社，2006。

牛格正編著，《諮商實務的挑戰：處理特殊個案的倫理問題》。台北：張老師，1996。

林治平主編《心靈健康與輔導》。台北：宇宙光，1988。

朱迪斯·艾倫·謝利 (Judith Allen Shelly) 《與病患者同行》。陳永財譯。香港：基道出版社，2013。

陳宗仁、林娟芬編著《婚姻諮商與家庭關顧》。台南：公報社代理，2013。

湯姆·雷納、薩姆·雷納《不可或缺的教會》。陳永財譯。香港：基道，2009。

黃伯和等著《破鏡難圓?:從基督教信仰看離婚》。台北：雅歌，1996。

Robert C. Dykstra. *Images of Pastoral Care: Classic Readings*. St. Louis: Chalice Press, 2005. (248 pages)

Deborah van Deusen Hunsinger. *Pray Without Ceasing: Revitalizing Pastoral Care*. Grand Rapids: Eerdmans, 2006. (250 pages)

Pete Ward. *Introducing Practical Theology: Mission, Ministry, and the Life of the Church*. Grand Rapids: Baker Academic, 2017. (188 pages)

Phil C. Zylla. *The Roots of Sorrow: A Pastoral Theology of Suffering*. Waco TX: Baylor, 2012.

Carrie Doehring. *The Practice of Pastoral Care: A Postmodern Approach*. Revised and Expanded Edition. Louisville: Westminster John Knox Press, 2015.

### 作業 Course Assignments:

1. **課堂參與**：學生將參與 Zoom 上之授課(共 5 次)、並根據上課內容參與 Populi 論壇平台上之討論。在發表的討論中，歡迎學生大膽提出新的或有創意的想法、問題和對課程內容的回饋。討論將由老師監控，學生將被要求提供：

- 高質量的回答 (展示對每週內容及其他學生所鋪文章的清晰理解，並撰寫具有神學知識和聖經根基的回答) 避免： 只使用單字或單句，或進行人身攻擊。
- 尊重同學是必不可少的。由於這是一個讓發現並加深對教牧關顧之理解的地方，學生必須相互尊重並以開放的態度對待新的探究。因此，任何貶低、消極或不寬容的回應都是不適切的。

你需要發表至少一篇對課程的回應，並在每單元至少需回應另兩位同學所發表的討論。為了控制線上的閱讀量，除非經過老師的許可，你每週發表的課程應介於 100-200 字之間，而你給予同學的回應則不需要超過 50 字。

**比重：20%**

**遞交日期：每次 Zoom 課之後的週六晚上 11:59PM**

**1. Class Participation:** Students are required to engage in zoom class meetings (five in total), and participate in subsequent discussion forums on Populi based on the content of each zoom lecture. In these forums, students are welcome to risk offering new and creative ideas, questions, and reactions to course content. Posts will be monitored by the instructor and students will be required to offer:

- **A quality response** (display a clear understanding of the week's contents and students' posts and compose a theologically informed and biblically rooted response) ○ **Avoid:** posts using one word or phrase, or making personal attacks.
- **Respect for fellow students is essential.** As this is a place to work out our new discoveries and deeper understanding of pastoral care, students must treat each other respectfully and with an openness toward fresh enquiry. As such no demeaning, negative, or intolerant responses are appropriate.

You are expected to post at least one response relating to the class contents, and interact with at least 2 other student's response for each unit. To manage the amount of online reading, your weekly postings should be around 100-200 words, and around 50 words for your peer response (PR) in length unless specified otherwise.

**Weight: 20%**

**Due: Following week Tuesday 11:59pm after each zoom lecture.**

2. **回應兩個教牧關顧案例研究:** 學生將被告知兩個教牧關顧案例。每位學生將遞交對案例研究的聖經和教牧神學反思，學生要發表經過深思熟慮的回應，將這種教牧神學和聖經智慧融入他們對案例研究的回應中。

**比重: 20%**

**頁數/字數: 2-3 頁/400-600 字**

**遞交日期: Feb 7 and Feb 21, 11:59PM**

**2. Responding to Two Pastoral Care Case Studies:** Two pastoral care case study topics will be given to the students. Each student will provide their biblical and pastoral theological reflection to the case study. Based on the article and the Scripture passages, students are to post a considered response that draws this pastoral theological and biblical wisdom into their response to the case study.

**Weight: 20%**

**Pages: 2-3 pages**

**Due: Feb 7 and Feb 21, 11:59PM**

### 3. 閱讀報告

讀完三本指定課本後，書寫一篇讀書報告，解釋你認為它們與你今天的教會最相關的地方，內容需涵蓋：

- a. 介紹該書的作者（即簡介）
- b. 陳述該書的論點以及作者是如何發展它的（即書的簡短摘要）。
- C. 確定該書提出的關鍵問題，它提供給您的最有共鳴的引述，以及您從閱讀本書中獲得的對教牧關顧實踐的主要見解。
- d. 解釋你認為這本書在當前情況下與你教會最相關的地方。

**比重: 25%**

**頁數/字數: 8-10 頁/1600-2000 字 (大約每本書 3 頁/600 字)**

**遞交日期: Mar 7, 2026, 11:59pm**

### **3. Book Report:**

Using the assigned textbooks, identify their relevance as it relates to pastoral care in your church today. After reading each of these three textbooks write a book report paper which explains where you feel they are most relevant to your church today. You will be required to follow this format for this paper:

- a. Introduce the author of the book (i.e. brief bio.)
- b. State the thesis of the book and how the author(s) develops it (i.e. short summary of the book).
- c. Identify the key question the book raises, the most resonant quotes it offers you, and the primary insights into the practice of pastoral care you have gained from reading the book.
- d. Explain where you think the book is most relevant to your church in its present context.

**Weight: 25%**

**Pages: 8-10 pages (approx. 3 pages for each book)**

**Due: Mar 7, 2026, 11:59pm**

### **4. 論文: 今日教會的教牧關顧**

在這個作業中，學生將書寫一篇整合性文章，闡明作為當今教會的教牧照顧者，他們於教牧關顧的參與。學生將辨認今天教會中教牧養關顧事工他們的教牧神學及聖經異像，並辨認能支持他們從事教牧關顧事工的關鍵實踐和觀點。在這篇文章中，學生應該參與仔細的教牧神學研究，以了解他們對教牧關顧的異像和實踐。能幫助您書寫這種整合性和創造性文章的關鍵問題是：

- 至今為止，您如何看待三位一體的上帝在您生命中培養您成為一位教牧關顧者？
- 有哪些聖經和教牧神學的主題和見解造就了您的教牧關顧方法？
- 你期望如何在今天的教會中實踐教牧關顧事工？
- 你認為你作為教牧關顧者的恩賜在哪裡？
- 作為教牧關顧者，你需要在哪些領域發展才能，以致您能成為一位成功的教牧關顧者？

學生將被鼓勵去反思和整合他們作為教牧關顧者的呼召，他們對教牧關顧此科目和實踐的新穎研究，並能闡明他們對當今和未來教會所提供的創意教牧關顧異像。

**比重: 35%**

**頁數 / 字數: 12-15 頁 / 2400-3000 字**

**遞交日期: Mar 14, 2026, 11:59pm**

### **4. Final Paper: Pastoral Care in the Church Today**

In this assignment students will write an integrative narrative that articulates their participation as a pastoral care giver in the church today. Students will identify their pastoral theological and biblical vision for their ministry of pastoral care in the church today, and identify key practices and perspectives that will sustain them for the ministry of pastoral care. In this paper students are expected to engage in careful pastoral theological research that informs their vision for and practice of pastoral care. Key questions to help you engage in this integrative and creative narrative are:

- How do you see the triune God developing you as a pastoral care giver in your life to date?
- What are the biblical and pastoral theological themes and insights that inform your approach to pastoral care?
- How do you expect to practice the ministry of pastoral care in the church today?
- Where do you see your giftedness as a pastoral care giver?
- What areas do you need to develop to flourish as a pastoral care giver?

Students are encouraged to reflect on and integrate their calling as a pastoral care giver, their fresh research into the discipline and practice of pastoral care, and to articulate their vision for the creative delivery of pastoral care in the church today and in the future.

**Weight: 35%**

**Pages: 12-15**

**Due: Mar 14, 2026, 11:59pm**

## 課程流程 Course Schedule

週數 Week	上課, 論壇討論, 案例研究, 作業 Lecture, Forum Discussion, Case Study, Assignment	日期 Date
#1 Jan 5-10	單元 1: 教牧關顧導論 Unit 1: Introduction to Pastoral Care	No Class
#2 Jan 12-17	單元 1: 教牧關顧導論 Unit 1: Introduction to Pastoral Care Zoom 上課 (7am/1-1.5hr) 論壇討論 Forum Discussion #1 (Base on Lecture #1)	Jan 12(Zoom) Jan 17 (Due)
#3 Jan 19-24	單元 2: 牧者自我自助的身心靈關顧 Unit 2: Pastoral Self-Care Zoom 上課 (7am/1-1.5hr) 論壇討論 Forum Discussion #2 (Base on Lecture #2)	Jan 19 (Zoom) Jan 24 (Due)
#4 Jan 26-31	單元 3: 教會中的婚姻輔導 Unit 3: Marriage Counseling in the Church Zoom 上課 (7am/1-1.5hr) 論壇討論 Forum Discussion #3 (Base on Lecture #3)	Jan 26(Zoom) Jan 31 (Due)
#5 Feb 2-7	Case Study#1 教會中的婚姻輔導	Feb 7 (Due)
#6 Feb 9-14	單元 4: 今日教會教牧關顧與心理健康 Unit 4: Pastoral Care and Mental Health in the Church Today Zoom 上課 (7am/1-1.5hr) 論壇討論 Forum Discussion #4 (Based on Lecture #4)	Feb 9(Zoom) Feb 14 (Due)
#7 Feb 16-21	Case Study#2 教牧關顧與心理健康	Feb 21 (Due)
#8 Feb 23-28	單元 5: 危疾關顧 Unit 5: Pastoral Care for the Sick and terminally Ill Zoom Lecture7am/1-1.5hr) 論壇討論 Forum Discussion #5 (Based on Lecture #5)	Feb 23(Zoom) Feb 28 (Due)
#9 Mar 2-7	讀書報告 Book Report	Mar 7 (Due)
#10 Mar 9-14	論文 Final Paper	Mar 14 (Due)

## 時數要求及評估 Time Investment and Evaluation

Activity/Assignment	Hours	Grade %
Class Participation/Readings/Learning Community involvement	25.5	20
Case Studies	25.5	20
Text Book Integration Paper	31.9	25
Pastoral Care Vision Paper	44.6	35
<b>Total Hours</b>	<b>127.5 (if 3 credits)</b>	<b>100%</b>
<b>Please note:</b> Refer to the Carey Reading /Writing Scale. The amount of time taken by students will vary. This information is intended to be used as an approximation for planning purposes.		
<b>Formatting:</b> All written work must be submitted in Turabian style. See the latest edition of Kate Turabian A <i>Manual for Writers of Term Papers, Theses and Dissertations</i> for guidance in properly formatting academic papers.		

## 老師/學生互動時間分配 Faculty/Student interaction(RSI)

Modality	Weekly Hours of RSI
Live Course Meeting	0.75 hrs
Discussion Forums	2.25 hrs
Case Studies	0.1 hrs
Assignments and Grading	1.15
<b>Total</b>	<b>42.5 hrs per term (10 weeks)</b>

## 評估方法及準則 Grading Standard

All course work will be evaluated using the rubric below:

Grade class	Descriptors	Letter grades	Detail	%
<b>A class work</b> <b>Excellent, superior work</b>	Effectively and exceptionally accomplishes all course outcomes and objectives. Work produced is excellent quality, publishable, and beneficial to all. Shows exceptional growth/mastery. Exceptionally creativity and originality in approach to the subject.	<b>A+</b>	Exceptional A-class work	<b>100-98</b>
		<b>A</b>	Consistent A-class work	<b>97-94</b>
		<b>A-</b>	Generally A-class work, some lapses and areas for refinement	<b>93-90</b>
<b>B class work</b> <b>Good solid work</b>	Accomplishes all course outcomes and objectives. Work produced is good quality, publishable after some revision, and beneficial to peers and fellow students. Growth/mastery of course material is good. Shows creativity and originality in approach to subject.	<b>B+</b>	Primarily B-class, superior to some areas	<b>89-87</b>
		<b>B</b>	Consistent B-class work	<b>86-84</b>
		<b>B-</b>	Generally B-class work, some lapses and areas for refinement	<b>83-80</b>
<b>C class work</b> <b>Passible but needs to improve</b>	Accomplishes enough course outcomes and objectives to be passible. Work produced is not recommended for dissemination unless qualified. Growth/mastery is basic, but encouraged to repeat the course. Shows hints of creativity and originality, but not consistent.	<b>C+</b>	Primarily C-class, better in some areas	<b>79-77</b>
		<b>C</b>	Consistent C-class work	<b>76-74</b>
		<b>C-</b>	Generally C-class work, but this is based on generous interpretation. Elements that fall significantly short, marginally passable.	<b>73-70</b>
<b>F class work</b> <b>Unpassible</b>	Fails to accomplish course outcomes and objectives. Work should not be disseminated under any condition. Little to no growth/mastery of course material. Fails to show creativity or originality in approach to the subject.	<b>F</b>	Generally unpassible work.	<b>69-0</b>

## **Academic Policies**

Please see the **Carey Academic Catalog** for more details: <http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-20162017-FINAL.pdf>

### **Course Attendance**

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

### **Carey Grading Scale**

See the Carey Academic Catalogue for details on the Carey grading scale.

### **Course Withdrawal Policy**

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

### **Extensions**

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

### **Academic Integrity**

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at:

<http://learningcommons.ubc.ca/academic-integrity/>.

### **Gender Language**

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don’t conform to the gender language policy will be returned to the student for resubmissions.