

# Annotated Bibliography for Pastoral Care, Pastoral Counseling and Diplomates in Training

by David Franzen

## *Introduction*

*This annotated bibliography is a work in progress. The intention is to expand it over time to cover a few of the resources most central to the formation of our identity as chaplains, pastoral counselors and clinical pastoral supervisors.*

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## History of CPE/T

*Vision from A Little Known Country: A Boisen Reader*, Edited by Glenn H. Asquith, Jr., Journal of Pastoral Care Publications, Inc., 1992.

Glenn Asquith provides access to the key founding perspectives of Anton Boisen and helps CPE/T trainees understand the roots of our pastoral care and counseling heritage. Depicted are Boisen's emotional struggles as well as his genius in developing experiential learning for the formation of ministers in the competent practice of pastoral care. While the contemporary world is facing issues different than in the time of Boisen, the theological and religious questions regarding suffering and conflict, illness, and social movements remain the same. Boisen focused on the religious meaning of individual suffering (especially as manifested in mental illness), and he was interested in the "social conditions" which surrounded human suffering. Thus, while this material reflects the vision of a man which began over 90 years ago, it can be argued that this vision not only has contemporary relevance but also speaks with a prophetic voice to the future.

Thornton, Edward E. *Professional Education for Ministry* Nashville: Abingdon Press, 1970.

Thornton's book has been a standard text on the history of CPE and pastoral care in the United States for its first forty-five years. Although subsequent scholarship has profited from access to archival material that has filled out more of the dynamic historical picture, Thornton's research includes a number of valuable documents that provide a basic outline spanning the time from Boisen in 1923 to organizational merger in 1968.

Lawrence, Raymond, *Recovery of Soul: A History and Memoir of the Clinical Pastoral Movement*, 2017.

Lawrence, a founder and currently General Secretary of the College of Pastoral Supervision and Psychotherapy, writes this work as both a participant and an observer of the Pastoral Care movement in the United States. Central to the work is Lawrence's focus on Anton Boisen's notion of pastoral care and the training of pastoral care providers as a process of the recovery of soul. Of particular importance is Lawrence's take on the

continuing struggle between the early split of the movement between the Boisen/Dunbar Council and the Cabot/Giles Institute. The significant theological and pedagogical differences between the two ‘schools’ is carried on today in the tension between ACPE and CPSP. This work is well researched and more than just an academic work because Lawrence provides his own insider take on the movement.

## **Introductions to Pastoral Care and Counseling**

Doehring, Carrie, *The Practice of Pastoral Care: A Postmodern Approach*, Louisville: Westminster John Knox Press, 2006.

Many good introductions to pastoral care have been written during the past eight decades, each representing the state of the art during its time of publication. Carrie Doehring has written a fresh introduction of pastoral care for this decade that includes a sensitive and authoritative perspective on the power dynamics of the pastoral relationship and the necessity for pastors to maintain clear boundaries in their work with patients, and parishioners. She demonstrates the contributions of current scholarship in a racially, religiously, and culturally plural context. Theologically, she integrates her postmodern approach to pastoral care with a balanced critique of premodern and modern approaches. She introduces a practical method for blending these multiple historical perspectives into a workable and powerful model of caregiving.

Dykstra, Robert C., *Images of Pastoral Care: Classic Readings*, St. Louis, MO: Chalice Press, 2005.

Dykstra’s introduction to this volume is perhaps the best fourteen-page sketch of the history and spirit of the American pastoral care movement ever written, and it deserves to be re-read again and again by serious pastoral care clinicians. In the nineteen chapters that follow he has gathered “images” or perspectives of what pastoral care really is – images written by many of the key practitioners and scholars in our movement. These perspectives are organized into three parts: “Classical Images of Care”, “Paradoxical Images of Care”, and “Contemporary and Contextual Images of Care.” Emerging in these pages is a profound and nuanced sense of the historical sweep, and the intellectual development of the praxis of pastoral care.

Kennedy, Eugene and Sarah Charles, *On Becoming a Counselor*, 4<sup>th</sup> Ed. New York: Paulist Press, 2017.

*On Becoming a Counselor* is an excellent introduction to the dynamic aspects of doing pastoral care, although it does not address the theological aspects of the pastoral relationship. It could profitably be read in conjunction with the two books cited above by Doehring and Dykstra. Its practical implementation of human sciences perspectives enriches the pastoral practitioner’s artful engagement of the patient or parishioner at a more profound relational depth.

Lawrence, Raymond J., *Nine Clinical Cases: The Soul of Pastoral Care and Counseling*, 2015.

To grow and mature as a pastoral care practitioner, it is necessary to subject one's own practice to honest, constructive critique from peers. Raymond Lawrence engages in precisely such a review of the "Nine Clinical Cases" presented by George Fitchette and David B. McCurdy in their own book, *Spiritual Care in Practice: Case Studies in Healthcare Chaplaincy*. In the parlance of Ekstein and Wallerstein, Lawrence addresses the most basic "learning problems and problems about learning" that emerge in our first-unit CPE trainees. These pastoral care issues surface, case after case, in the vignettes of his *Nine Clinical Cases*. Most prevalent is the chaplain's failure to adequately listen to the deep pain of the patient. We might say that anxiety is the fuel that runs the mouth of the chaplain who has not learned to monitor feelings that well up in his or her countertransference toward a suffering patient. When one's mouth is running, listening has stopped. The reader should approach this book as an opportunity for active reflection on his or her own practice of pastoral care. *Nine Clinical Cases* should be required reading for all first-unit trainees in CPE/T.

Rogers-Vaughn, Bruce, *Caring for Souls in A Neoliberal Age*, New York: Palgrave Macmillan, 2016.

Rogers-Vaughn describes today's neoliberal free market society as a toxic world in which persons have become the commodities and pawns of large corporations and international finance. It is an impersonal world in which relational and dialogical selves have become shorn of their passion and hope. The transcendent soul of platonic idealism that much of Christian theology inherited has been an all too easy mark for these neoliberal forces. This book champions the meaning and activity of soul differently defined as interpersonal, as feeling, as "listening and speaking." The author advocates work in small collectives where persons can share values, find their voice and be deeply heard. Does this not sound like a description of Chapter life in CPSP? "Recovery of soul" has been the mantra of CPSP since its inception, and we have found a friend and unwitting advocate in Bruce Rogers-Vaughn. His work can help us find our voice as we speak truth to power and provide care for "discarded" souls.

### **Psychoanalytic Theory**

Bateman, Anthony, Dennis Brown and Jonathan Pedder, *Introduction to Psychotherapy: An Outline of Psychodynamic Principles and Practice*, Fourth Edition, London: Routledge, Taylor & Francis Group, 2010.

Bateman *et. al.* is an excellent introduction to the practice of psychotherapy and a lucid starting point for pastoral counselors in training and the supervisors who train them. Its central orientation is to psychodynamic and psychoanalytic psychotherapy, briefly

introducing the reader to many of the main theorists. First published in 1979 and now in its fourth edition, the authors have updated this source with new information and fresh perspectives as theories and practices of psychotherapy have evolved over time. This resource also provides an efficient overview of psychodynamic theory and practice for supervisors-in-training who seek competence in the supervision of CPE/T. As such, it can provide a sound basis for taking the next steps to choose one's main theorists.

Segal, Hanna, *Klein*, London: Karnac Books and the Institute of Psycho-Analysis, 1989.

In her book, *Klein*, Hanna Segal has written the most authoritative and easy to understand account of the life and work of Melanie Klein. Many authorities regard Klein as the most important psychoanalyst since Freud himself. She was the progenitor of object relations theory, from which numerous later theorists have borrowed, and we are indebted to her for the development of now familiar concepts such as projection, introjection, projective identification and introjective identification. These terms enabled deeper understandings of transference, and especially countertransference. She is also noted for the development of a "positions theory" to describe the normal psychological development of children in a manner that effectively differentiates normal development from more pathological outcomes in children, adolescents and adults. Another of her major accomplishments was in play therapy with children where she discovered that play is the child's method of free association so that the therapist's focus is upon interpretation of the child's conflicts and feelings as they are enacted or dramatized in play.

McWilliams, Nancy, *Psychoanalytic Case Formulation*, New York: The Guilford Press, 1999.

What kinds of questions do experienced therapists ask themselves when facing a new client? How can clinical expertise be taught? From the author of the landmark *Psychoanalytic Diagnosis*, this book takes clinicians step-by-step through developing an understanding of each client's unique psychology and using this information to guide and inform treatment decisions. McWilliams shows that while seasoned practitioners rely upon established diagnostic categories for record-keeping and insurance purposes, their actual clinical concepts and practices reflect more inferential, subjective, and intuitive processes. Interweaving illustrative case examples with theoretical insights and clinically significant research, chapters cover assessment of client temperament, developmental issues, defenses, affects, identifications, relational patterns, self-esteem needs, and pathogenic beliefs.

\_\_\_\_\_, *Psychoanalytic Diagnosis*, Second Edition: Understanding Personality Structure in the Clinical Process, New York: The Guilford Press, 2011.

In her readable, accessible style, Nancy McWilliams introduces the reader to a psychodynamic and psychoanalytic diagnostic understanding of personality. This book helps the pastoral clinician feel grounded and informed about the phenomena with which patients, trainees and the clinician her/himself struggle in their pastoral care, counseling and supervision relationships. It is a book to which the clinician can profitably return again and again to regain clarity about the many befuddling issues that can threaten to disorient us in our pastoral relationships.

\_\_\_\_\_, *Psychoanalytic Psychotherapy: A Practitioner's Guide*, New York: The Guilford Press, 2004.

Addressing the art and science of psychodynamic treatment, Nancy McWilliams distills the essential principles of clinical practice, including effective listening and talking; transference and countertransference; emotional safety; and an empathic, attuned attitude toward the patient. The book describes the values, assumptions, and clinical and research findings that guide the psychoanalytic enterprise, and shows how to integrate elements of other theoretical perspectives. It discusses the phases of treatment and covers such neglected topics as educating the client about the therapeutic process, handling complex challenges to boundaries, and attending to self-care. Presenting complex information in personal, nontechnical language enriched by in-depth clinical vignettes, this is an essential psychoanalytic work and training text for therapists.

*The Pioneers of Psychoanalysis in South America: An Essential Guide*, Nydia Lisman-Pieczanski and Alberto Pieczanski, Editors, London: Routledge, Taylor & Francis Group, 2015.

The editors of this long awaited collection of psychoanalytic papers present us with samples of the rich and creative analytic tradition originating from the diaspora of psychoanalysts who escaped the Nazi Anschluss of World War II to live and work in South America. These twenty-eight articles were published over a span of time from 1946 to 2011, although many have only recently been translated from Spanish and Portuguese – a fate that kept them largely unexposed to the English speaking psychoanalytic audience until now. Scholarly introductions to the work of each author provide historical background about the impact these analysts made on South American countries and the psychoanalytic movement in Europe. Latin American psychoanalysis continues to have a cultural impact in these countries commensurate with the impact ego psychology has had in the United States. Its worldwide influence upon psychoanalysis has long been apparent.

## **Transference and Countertransference**

*Transference and Countertransference Today*, Edited by Robert Oelsner, London: Routledge, Taylor & Francis Group, 2013.

Robert Oelsner has assembled seventeen illuminating psychoanalytic articles on transference and countertransference, mostly published during the first decade of the twenty-first century by analysts from Argentina, England, France, Germany, Italy and the United States. The lead chapter is Heinrich Racker's classic 1952 article, "Observations On Countertransference as a Technical Instrument: Preliminary Communication", one of five publications from 1948-1953 (three by Racker and one each by Paula Heimann and Roger Money-Kyrle) in which countertransference is finally considered to be every bit as important as transference. Oelsner's collection represents the fruits of a sea change in psychoanalytic thought produced largely by Racker, Heimann and Money-Kyrle. Currently popular theories

of “relational psychotherapy” conducted in the “intersubjective space” between patient and therapist are theoretically dependent upon the kind of psychoanalytic thought and practice discussed by the contributors to this seminal book.

Franzen, David M., “Transference and Countertransference in Pastoral Care, Counseling, and Supervision”, *Reflective Practice: Formation and Supervision in Ministry*, Vol. 36, 2016 (Reflective Practice is published electronically as an Open Access journal through the Public Knowledge Project (PKP) of Simon Fraser University, Vancouver, British Columbia. Visit [www.reflective-practice.org](http://www.reflective-practice.org)).

In their practice, pastoral caregivers and supervisors are usually attuned to themes of grief and bereavement but are often less attuned to the patient’s or trainee’s transference – not to mention their own countertransference. Such imbalanced attunement can have deadening and distorting effects on the quality of pastoral care and supervision. This article begins with an exploration of these issues and then traces the development of the historic understanding of transference and countertransference from the early period of Freud’s career through 1953 when countertransference became more fully understood by analysts. The eye-opening discovery that the practitioner’s countertransference can be a powerful tool for understanding the patient or supervisee is presented as an opportunity for deepening our pastoral care, counseling and supervision relationships. Attunement to one’s own countertransference also challenges practitioners to deeper self-knowledge that reduces our own defensiveness and makes creative room for listening and working with people at deeper levels. Three clinical cases – the first from Joseph Breuer in the 1890’s, one from the author’s pastoral care and one from his pastoral psychotherapy – illustrate key problems and opportunities that knowledge of transference and countertransference provides.

## Group Theory

*An A.K. Rice Series Group Relations Reader*, Edited by Arthur D. Coleman and W. Harold Bexton, San Rafael, CA: Associated Printing and Publishing Company, 1975.

This volume of twenty-one reprints and original papers represents an introductory survey of writings in Group Relations theory and practice. The papers fall into two general categories. The first group largely treats theory and method, and contains the initial writings of Bion, Rice and Miller from the Tavistock Institute of Human Relations in London. In the second group are the “second generation” American studies, largely in the field of application. Margaret Rioch and her colleagues at the Washington School of Psychiatry were most involved in the field of mental health and education. The book’s papers in these areas are highly applicable to group leadership and the conduct of group process in CPE/T.

Bion, W.R., *Experiences in Groups and Other Papers*, London: Tavistock/Routledge, 1961.

This classic work set the basic parameters for a psychoanalytic understanding of the phenomena that regularly occur in group process. No group therapist or pastoral supervisor can afford not to have command of Bion’s concepts of “the work group” and the “basic assumption groups.” Written in his unique style, his wry sense of humor surfaces as he describes his research in group dynamics with soldiers who were psychiatrically hospitalized

during the Second World War. His work has stood the test of time, and remains as a foundation for group therapy to this day.

Hemenway, Joan E., *Inside the Circle: A Historical and Practical Inquiry Concerning Process Groups in Clinical Pastoral Education*, Atlanta: Journal of Pastoral Care Publications, 1996.

*Inside the Circle* provides insights into the role group work has played in the evolution of CPE. The author demonstrates through historical analysis how psychoanalysis and humanistic psychology were creatively interfaced to offer a method suited to assist theological students in their educational and personal development. Drawing especially on the group theory and practice of Wilfred Bion, Hemenway offers a theory of group work in which the notion of transformative play assumes a central role. She demonstrates this approach by detailing actual group work within a CPE context and by rooting her theory in the “living human document.”

*The Groups Book, Psychoanalytic Group Therapy: Principles and Practice Including The Groups Manual: A Treatment Manual with Clinical Vignettes*, Edited by Caroline Garland, London: Karnac Books, 2010.

Readers who find Bion’s *Experiences in Groups* to be opaque, or difficult to grasp will appreciate *The Groups Book* and *The Groups Manual*, two books inside of one cover; the first for its clear exposition of Bion’s key group theoretical concepts, and the second, a treatment manual addressing important aspects of the practice of group therapy. For example, in Chapter Six of the first book, Francesca Hume’s “Bion and Group Psychotherapy, Bion and Foulkes at the Tavistock” lays out most of the basic tenets of Bion’s group theory with readable clarity. Chapters one through three are very helpful introductions to group work under these titles: “Groups and Groupings”, “What is Psychoanalytic about Group Therapy?”, and “How Does a Psychoanalytic Group Work?” After reading this book, trainees and supervisors will find Bion’s *Experiences in Groups* to be much more accessible. In *The Groups Manual* the reader will find a focus on practice that clarifies many common group process issues in chapters of great practical value. Titles such as the following are typical: “Aims of Treatment”, “The Therapist’s Tools”, “The Therapist’s Tasks and Techniques”, and “Starting a Group.” It will be the reader’s additional task to translate aspects of this rich material into the supervision of CPE.

Foulkes, S.H., *Selected Papers: Psychoanalysis and Group Analysis*, London: Karnac Books, Ltd., 1990.

S.H. Foulkes (1898-1976) was a German born psychiatrist, psychoanalyst, group analyst and trainer who moved to England in 1933 due to his Jewish descent and the rise of Hitler. He was a founder of group analysis, of the Group Analytic Society, and the Institute of Group Analysis. He was interested in the primary socialization of the individual, the human need to belong to a group, and human attachment to a transpersonal and cultural matrix. During W. War II he developed group-based treatments and pioneered group analytic and therapeutic community methods. This book is a selection of 28 brief clinical papers, that introduce the reader to his theory and practice of psychoanalytic group analysis. Part Three of this book is rich in content and of particular interest (Chapters 12, 13, 14, 15, 17, 18, 19, 21, 22, 27 and 28). Key emphases include: the individual’s transference of

personal family dynamics onto the group and its function; a view of the group leader (analyst) as “conductor” of the group process; interpretation of behavior in groups; the “conductor’s” attention to what is repressed and defended against in the group; attentiveness to transference dynamics in the group; and making interpretations in the group context.

### Supervisory Theory

Ekstein, Rudolf and Robert S. Wallerstein. *The Teaching and Learning of Psychotherapy*, New York: International Universities Press, Inc., Second Edition, 1972.

This classic text on supervisory theory and practice introduces psychodynamic concepts and perspectives on the supervisory process that are essential to the formation of competent supervisors. Its presentation of “the clinical rhombus” describes subtleties of the clinical context for supervision that impact its main players: the trainee, the patient(s), the supervisor, and the administration of the institution. Ekstein and Wallerstein’s notion of the “parallel process” attends to transference and countertransference dynamics that emerge in the functioning of patient, trainee and supervisor. Phenomena of resistance are described under the rubric of “learning problems” and “problems about learning.” It is difficult to imagine how any supervisor can function competently and ethically without a practicing understanding of these issues.

Mueller, William J and Bill L. Kell., *Coping with Conflict: Supervising Counselors and Psychotherapists*, New York: Appleton-Century-Crofts, 1972.

In this classic text on supervisory theory Mueller and Kell address the anxiety, born of conflict that is ubiquitous in patients, trainees and supervisors as they engage the work of clinical pastoral supervision. The authors explore the manifestations of conflict and anxiety in three areas: the patient in relation to others, the patient and trainee in relation to each other, and the trainee and supervisor in relation to each other. They explore concerns about personal adequacy that often drive the anxieties of patients, trainees and supervisors, leading to impasses which the participants must learn to face, explore and work through. In doing so, the constructive capacity to approach anxiety is contrasted with tendencies to bind anxiety or to avoid it. Binding and avoiding anxiety lead to impasses and to therapeutic and supervisory failure and ineffectiveness. This book is truly wisdom literature for supervisors and supervisors-in-training.

Frawley-O’Dea, Mary Gail and Joan E. Sarnat. *The Supervisory Relationship: A Contemporary Psychodynamic Approach*, New York: The Guilford Press, 2001.

Frawley-O’Dea and Sarnat have brought us a must-read book on supervisory theory, but it is best not read until one has become well acquainted with the likes of Ekstein and Wallerstein and Mueller and Kell. This is important because of their historical reflection on these previous theorists and the authors’ account of the development of supervisory theories toward the relational or “mutuality” model they espouse. The reader needs to be able to “join” Frawley-O’Dea and Sarnat as they survey the literature and read this book from the vantage-point of the reader’s own informed perspective. On page 29, a helpful chart lays out the development of models for supervision from the patient-centered classical model, to a

cluster of therapist-centered models, and finally to the supervisory-matrix centered (relational) model espoused by the authors. Hopefully the supervisor-in-training will develop flexibility to draw upon whichever of the above models that is most effective in the current and unique supervisory moment.

Franzen, David M., "Theory as Guide to Supervisory Practice: A Hermeneutics of Imitation and Reflection in Dialogue", *Reflective Practice: Formation and Supervision in Ministry*, Vol. 36, 2016 (Reflective Practice is published electronically as an Open Access journal through the Public Knowledge Project (PKP) of Simon Fraser University, Vancouver, British Columbia. Visit [www.reflective-practice.org](http://www.reflective-practice.org)).

Published as the AAPC Diplomate Theory Paper of the year, the author considers pastoral counseling supervision from several perspectives: Kleinian object relations theory; the hermeneutical perspective of Paul Ricoeur; supervisory and theological method; group theory; couples therapy; supervisory theory; consideration of the roles of transference and countertransference; and the teach/treat dilemma in pastoral supervision. Written later in his career, this paper is more extensive than most papers of persons seeking certification at the beginning of their supervisory careers, but it may nevertheless serve as a model for reflection on one's practice of supervision either in pastoral care or pastoral counseling.

Argyris, Chris and Donald A. Schon. *Theory In Practice: Increasing Professional Effectiveness*, San Francisco: Jossey-Bass Publishers, 1974.

Although Argyris and Schon approach clinical supervision from a cognitive behavioral perspective, they do offer some helpful metaphors for reflection on the process of supervision. Thus, instead of speaking of "unconscious processes" they follow the thought of Michael Polanyi in speaking about "implicit knowledge," or "tacit knowledge." This helps them make an effective differentiation between the trainee's "espoused theory" and his/her "theory-in-use." Accordingly they assert, "Learning a theory of action so as to become competent in professional practice does not consist of learning to recite the theory; the theory of action has not been learned in the most important sense unless it can be put into practice." While this text is of limited value, it may be helpful to supervisors-in-training who have a background in CBT to start the transition to a more psychodynamic theory of clinical pastoral supervision.

### **Trauma and Interpersonal Neurobiology**

Thompson, Curt, *The Soul of Shame: Retelling the Stories We Believe about Ourselves*, Downers Grove, IL: InterVarsity Press, 2015.

Curt Thompson is a psychiatrist who "examine(s) shame in the context of the biblical narrative," integrating the insights of interpersonal neurobiology to sketch a deep description of this ubiquitous and debilitating experience. His central claim is that shame is a pervasive and toxic force in human experience that "corrupts our relationships with God, with each other," and with ourselves. Two main foci are woven together: the interpersonal neurobiology of shame, and an exegesis of key portions of the biblical narrative in which shame is a core theme. Neurobiologically, shame attenuates one's logical thought processes

and impedes coherent thinking, plummeting one's sense of strength and confidence. From a theologically critical perspective, the reader will need to bracket Thompson's theologically conservative tendency to write as though Jews, Muslims, Buddhists, and other non-Christians do not exist. Nevertheless, the book can be a rewarding read that presents some helpful exegetical views while providing a strong introduction to the interpersonal neurobiological research of authorities like Allan Schore and Daniel Siegel.

van der Kolk, Bessel A., *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*, New York: Viking Penguin, 2014.

Superbly written, Bessel van der Kolk's book is perhaps the best overview of the phenomena of trauma currently available. He integrates clinical observation, neuroscience, historical analysis, the arts and personal narrative. The result is an authoritative guide to the effects of trauma, and pathways to recovery. The book is wise, humane and compassionate as he draws upon a lifetime of clinical work, research and scholarship in the field of traumatic stress.