



TYNDALE

• SEMINARY •

Course Syllabus FALL 2013

PASTORAL COUNSELLING AND CRISIS INTERVENTION PAST 0741/COUN 0683

WEDNESDAYS 1 – 3:50

INSTRUCTOR: HELEN NOH, PH.D

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Office Hours: by appointment

To access your course materials, go to your Tyndale email account: <http://mytyndale.ca>. Please note that all official Tyndale correspondence will be sent to your <@MyTyndale.ca> e-mail account. For information how to access and forward Tyndale e-mails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

I. COURSE DESCRIPTION

This course will provide an introduction to basic pastoral care within the context of the Christian church. At the heart of this ministry is the underlying assumption that we stand in relation not only to God but to one another. In the course, we will explore the nature of pastoral care from a biblical and theological perspective and discover different methodologies of caring and relational skills needed in pastoral care and in particular those situations of a crisis nature. This will be done with a view to providing significant care and intervention in problem areas that arise in ministry, as well as providing training for the laity so that they can engage in this ministry of care and compassion. Through lectures, readings, case studies and group discussions, the student will develop essential skills to be effective in this ministry.

PREREQUISITES: None

II. LEARNING OUTCOMES

At the end of the course, students should be able to:

- Develop a biblical, theological, and psychological paradigm of pastoral counselling within Christian ministry
- Acquire the ability to be self-reflective about countertransference issues which can influence and impact the dynamics of the counselling relationship
- Learn and utilize foundational counselling skills and basic framework for short-term, structured pastoral counselling through experiential training using classroom setting
- Identify the nature of commonly encountered crisis situations as well as develop the necessary interventions to be effective in ministering to people in such situations
- Formulate an understanding and apply spiritual resources such as prayer, Scripture, and the community of faith as appropriate aspects of pastoral care and counselling

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

1. Floyd, S. (2008). *Crisis counseling: A guide for pastors and professionals*. Grand Rapids, MI: Kregel Publications. [ISBN: 978-0-8254-2588-2].
2. Benner, D. G. (2003). *Strategic pastoral counseling: A short-term structured model (2nd Ed.)*. Grand Rapids, MI: Baker Academic. [ISBN: 0801026318].
3. Hill, C. (2009). *Helping Skills: Facilitating exploration, insight, and action, 3rd Ed.* Washington, DC: American Psychological Association. [ISBN:1433804514].

B. SUPPLEMENTARY / RECOMMENDED READING:

1. Clinton, T., Hart, A., & Ohlschlager, G. (2005). *Caring for people God's way: Personal and emotional issues, additions, grief, and trauma*. Nashville, TN: Thomas Nelson, Inc. [ISBN: 1418508942].
2. Clinton, T., & Ohlschlager, G. (Eds.). (2002). *Competent Christian Counseling, Vol. 1: Foundations and practice of compassionate soul care*. Colorado Springs, CO: Waterbrook Press. [ISBN: 1-57856-517-0]

C. ASSIGNMENTS AND GRADING

1. **Class Participation and Reading Log:** 10 % of final grade

Student participation and completion of required reading will be graded on a scale out of 10. Readings are expected to be completed before the beginning of each class in order to facilitate and engage in discussion and interaction with the material during class lectures. A reading log will be handed in at the end of the semester, in which

students will give an honest evaluation of their level of engagement, participation and completion of required readings.

2. Self-Reflection Paper: 25 % of final grade.

Students are required to write and submit a self-reflection review of 5-7 pages in length. The assigned task is to provide a careful and insightful examination of possible countertransference issues that may impact and influence the counselling relationship using material covered in the lecture on family genogram, personality styles, attachment experiences and personal experience of crises. In the self-reflection, clearly identify what these issues may be, the context in which they have developed, how they may impact the dynamics of the counselling relationship, and potential strengths and weaknesses to your role as a counselor. Finally, reflect upon how these issues have been or will continue to be explored so as to minimize their influence upon the counselling relationship.

3. Basic Counselling Skills Lab : 30 % of final grade

Students will work in triads throughout the semester to develop and enhance foundational counselling and crisis intervention skills such as attending, active listening, empathy, probing, self-disclosure as they progress through the three basic phases of a short-term model of Christian/Pastoral Counselling. An evaluation of the progress will be annotated and evaluated by both the student and by other members of the group.

4. Final Paper and Class Presentation: (Paper – 30%; Presentation – 5% of final grade)

The final paper provides the student with the opportunity to research a particular human struggle or crisis that will likely be or has already been encountered in the context of pastoral ministry. Suggested topics include: loss and bereavement, trauma, physical or sexual abuse, depression, suicide, marital conflict or divorce, or a related subject approved by the instructor. The paper must include the following:

- Introduction and rationale for the significance of this issue in the context of pastoral or counselling ministry (as evidenced in current literature)
- Definition, description, symptoms or warning signs of the issue
- A brief case study of the presenting issue as exemplified in a commonly encountered context
- A recommended model of pastoral counselling interventions, methods, and skills for the particular issue based upon evidenced research as well as helping strategies drawn **from lecture and textbook material**
- Critical reflection on the integration of spiritual resources, such as prayer, Scripture, and community of faith in the context of Christian/Pastoral counselling, and in particular, the present issue

Students are expected to produce a well-researched, academically rigorous, Master's level paper drawing from the psychological and counselling literature, in addition to Christian ministry resources. The paper should present not only a concise summary of salient issues, perspectives, and supported research findings in the literature, but also demonstrate critical thinking in the application of the course material to counselling issues.

The paper is expected to be approximately 12-15 pages in length, double spaced, typed, densely corrected and correctly referenced using one of the standard academic reference styles (e.g., APA, Chicago) and is worth 30%.

Each student will be given the opportunity to present an overview and summary of their paper (2-3 pages in length) in a group presentation format, worth 5% of final grade. More details of this presentation will be handed out during class.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments [*Sample*]

Required Reading and Class Participation	10 %
Self-reflection paper	25 %
Skills Development Lab	30 %
Final Paper and Class Presentation	35 %
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date/Week	Topic	Readings	Assignments
1 Sept. 11	Theological Foundations of Pastoral Counselling	Benner: Chps 1 - 3	
2 Sept. 18	Integrative Framework of Pastoral Counselling	Benner 4 – 6	
3 Sept. 25	Dynamics of the Counselling Relationship	Hill: Chps 1 – 2	
4 Oct. 2	Person of the Counselor	Hill: Chp 3	
5 Oct. 9	Exploration Stage & Skills SKILLS LAB I	Hill: Chps 4 - 8	SELF REFLECTION PAPER DUE
6 Oct.16	Insight Stage & Skills SKILLS LAB II	Hill: Chps 9 - 13	
7 Oct. 23	Action Stage & Skills SKILLS LAB III	Hill: Chps 14 - 18	
8 Oct. 30	READING DAYS – NO CLASS		
9 Nov. 6	Crisis Counselling & Intervention SKILLS LAB IV	Floyd: Chps 1 - 4	
10 Nov. 13	Crisis of death and loss	Floyd: Chps 5 - 7	SKILLS LAB REPORT DUE
11 Nov. 20	Crisis of mental illness	Floyd: Chp 5 - 7	
12 Nov. 27	Crisis in the family	Floyd: Chps 8 - 11	PAPER PRESENTATION

13 Dec. 4	Counselling toward Resilience	Floyd: Chps 12 - 13	PAPER PRESENTATION FINAL PAPER DUE
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V. SELECTED BIBLIOGRAPHY

Augsburger, D. W. (2007). *Christian counseling: An introduction*. Nashville, TN: Abingdon Press.

Egan, G.(2007). *The skilled helper (8th Ed)*. Belmont, CA: Thomson Brooks/Cole, 2007.

McMinn, M. R. (2008). *Sin and grace in Christian counseling*. Downers Grove, IL: IVP Academic. [ISBN: 978-0-8308-2851-7].

Tan, S. (2011). *Counseling and psychotherapy: A Christian perspective*. Grand Rapids, MI: Baker Academic.

Wicks, J. R., Parsons, R. D. & Capps, D. (2003). *Clinical handbook of pastoral counseling*. New York: Paulist Press.

Wright, N. (2003). *The new guide to crisis & trauma counseling: A practical guide for ministers, counselors and lay counselors*. Ventura, CA: Regal Books, 2003.