

ACTS Seminaries

OF TRINITY WESTERN UNIVERSITY

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS PTH 605: PASTORAL COUNSELLING

Instructor: John Auxier
M. Div., M.A. Church History, Ph.D.
Rehabilitation Counselling
3 Credit hours
Fall 2010

E-mail: auxier@twu.ca
Phone: 604-888-7511 (3821)
Class time: Tuesday Evenings (6 pm to 9 pm)
Start Date: 14 September, 2010
Prepare-Enrich Training: Sept. 24, 12:30-5pm

Nota Bene:

- 1. Spouses of “for credit” students welcome to attend this class at no cost.** Recognizing that spouses often minister along-side their pastoral mates, ACTS welcomes you to follow the readings and attend class for ministry enrichment. No transcript will be made of your attendance. Please email Susan.Mattam@twu.ca to let us know if your spouse will be attending.
- 2. Please check the TWU website www.twu.ca >current students > My Courses** prior to the start of the course and once a week during the course at for announcements, updates, and additional articles and resources.

I. COURSE DESCRIPTION

This class explores pastoral counseling in the context of pastoral care from a family systems perspective, and will include:

- Integration of pastoral counselling as part of shepherding a congregation.
- Training in empathetic listening and reflection skills.
- Overview of key issues and topics in pastoral counselling including: Suicide Prevention, Crisis Intervention, Ethical issues, Domestic Violence and Child Abuse.
- Training in Premarital Counselling and Assessment using The Prepare Inventory.
- Survey common mental disorders that pastors are likely to encounter: Mood Disorders/Depression, Stress/Anxiety, Substance Abuse, Chronic Mental Illness.

The course includes a substantial experiential component, including skills practice, and personal and systemic theological reflection about our beliefs, family relationships, and emotional health in the Church.

ACTS Course Fee: \$75

Prepare-Enrich Training: \$136.50 for students of PTH 605. Reduced fee for spouses. Registration and payment handled by Enrich Canada. Details and registration form for students is available in rear of syllabus.

II. OBJECTIVES

By the end of the course students will be able:

1. to articulate a biblical, integrated and holistic model of pastoral counseling in the context of pastoral care.
2. to apply basic ethical principles in pastoral care; & know when to refer/seek supervision.
3. to demonstrate basic reflective listening skills essential for good shepherding.
4. to lead couples through a practical and biblical premarital counselling program.
5. to assess the strengths and growth areas of premarital couples.
6. to identify signs of child abuse and the ethical/legal responsibilities of pastors for intervention.
7. to educate their church about the problem of child abuse and domestic violence, and pastorally care for victims of abuse.
8. to demonstrate familiarity with the symptoms of selected mental/emotional problems.
9. to access a broad range of Christian and community resources in your community to enhance pastoral care.
10. to identify and reflectively process key issues in your personal life and family of origin that influence your ability to give pastoral care.
11. to develop a plan of self-care for yourself for health and vitality in work and family life.

It is the hope of the instructor that insights from this course will deepen your commitment to Christ, empower you to minister in new ways and enrich your relationship with your own family.

III. REQUIRED TEXTS:

Prepare-Enrich Inventory Kit, (Customized version, 2009). Available day of training, Sept. 24.

Miller, W. R. & Jackson, K.A. Practical Psychology for Pastors. 1995. Revised Edition. Englewood Cliffs: Prentice Hall. A comprehensive reference tool for pastors.
As it's out of print, TWU bookstore has rights to reproduce inexpensively.

Richardson, Ron. Family Ties that Bind: A self-help guide to change through family of origin therapy. 1995. Vancouver, B.C.: Self-Counsel Press.
Explores how our family relationships affect your perceptions and behaviors.

Scazzero, Peter. The Emotionally Healthy Church. 2010, (updated ed.). Grand Rapids: Zondervan. Describes how pastoral and congregational values & practices serve or hinder pastoral care.

Wright, H. Norman, & Roberts, W. Before You Say I Do. 1997. Eugene, OR: Harvest House. A classic resource for premarital counselling for pastors.

Recommended: Wright, H. N. The Premarital Counselling Handbook. 1992.

EXPECTATIONS:

1. Students are expected to complete all reading assignments and exercises prior to each class, and **bring reading books to class**. This is important for facilitating quality class discussion.
2. Some brief assignments will not be graded, *but are required and will be checked for completion on the day they are due*. Minus (-) 2 points each, if not turned in on time.
3. Unless otherwise noted, all written assignments are to be typed, double spaced using either APA or Turabian style.
4. Students are expected to participate in class discussions and skill exercises, to give and receive feedback about their strengths and weaknesses, and to be motivated to become more caring and effective in their pastoral care responsibilities.
5. You will create a personal reflective journal, divided into 2 parts:
 - Part I: Family Ties that Bind Reflections.
 - Part II: Emotionally Healthy Church Reflections

The journal can be handwritten in a spiral type note book or typed.
6. You will take a 4.5 hour training seminar for the Prepare-Enrich inventory training, use the inventory with a seriously dating or engaged couple, and write a 5-7 page analysis of the couples strengths, growth areas and plans for strengthening their relationship. *Training is optional for those who have taken it before, but they still must carry out the assignment to demonstrate competence in its use.*

IV. COURSE ASSIGNMENTS

1. Family Ties that Bind Journal: Due class: 9 **10 points**

Using the boxed questions in text, keep a personal journal about your own family of origin and how it affects your perceptions and behaviors, for discussion in small groups. After reflecting on your own story through these questions, **ADD these two questions at the end of each chapter**:

- “How might this chapter issues affect relationships the Church?”
- “Is there a Biblical example/teaching that illuminates/challenges the author’s points?”

The genogram chapter (chapter 8) will take additional time, and some informal research on your family. Only do steps 1-4. You will be expected to present your genogram in class, and turn it in with your journal. This journal will also be discussed in class.

2. Emotionally Healthy Church Journal: Due class: 9 **10 points**

Respond to the discussion questions in the back of this text, PLUS add favorite quotes or criticisms of the book, you will discuss your weekly reading/journaling in class.

3. Three Case Studies: Due classes 3, 6 & 10. **3 @ 10 points = 30 points**

Typed, 3-4 pages per case study. 10 points each. Use ideas from your readings/class discussions to help respond to the case studies. Late = 0, since class discussion depends on having completed your assignment.

4. Prepare-Enrich Inventory Training and Paper. Due class 7

15 points

Students will:

- a. Register and pay online at www.enrichcanada.ca & take the training Sept. 24.
- b. Administer the Prepare inventory with a couple, review the report to identify areas for encouragement, and meet with the couple for at least two hours of feedback to explore the results.
- c. Write a 5-7 page paper describing top couple strengths, growth areas, relationship dynamics, personality differences and how the results helped the couple gain insight into their relationship, and suggestions for the couple to develop their skills as a couple. End the paper with a summary of what you will do differently when using this tool. Do not give any names or identifying information.

5. Pastoral Counselling Resource Notebook. Due: last class.

15 points

During the semester, compile a notebook of local Christian and secular resources to parishioners. What you include is up to you. Suggestions for kind of material to include: Contact information of local Christian counsellors and church based support groups, crisis line numbers, brochures on counselling or drug treatment agencies, food bank information, AA meeting list, brochures on community/ family service agencies, child abuse reporting information, grief counselling or hospice programs in the community, etc. Use a three ring binder and dividers. No set length.

6. Premarital Counselling Paper: Instead of final exam. Due: December 14 **20 points**

Submit a premarital counselling paper that thoughtfully lays out your philosophy of and plan for premarital counselling. 15-18 pages typed. A separate handout will give you the specific content of the paper, and instructions for peer review.

Extra Credit

Extra credit of 3 points is available for students who attend at least one day of the Addictions conference sponsored by Northwest Baptist Seminary, Sept. 30-Oct. 2, and write a 4 page reaction paper. Contact NBS for registration details.

TENTATIVE CLASS SCHEDULE

Readings Key: FTB= Family Ties that Bind; EHC= Emotionally Healthy Church; M&J= Miller & Jackson

Class	Topics to be covered	Pre-Readings	Assignments Due
1 9/14	Introduction to Pastoral Counselling Integrative Model and the Five Dimensions Listening Skills I: Not Listening and SOLER	None	Important: Please bring your textbooks to first class so we can do the "Not Listening" exercise in class.
2 9/21	How family rules affect people Pastors Emotional Health and Church Health Pastoral Counselling as a process Ethics in Pastoral Care I: Basic Principles Listening Skills II: Repetition & short Paraphrase	FTB: 1,2 EHC: 1,2 M&J: 1,2,3	
3 9/28	Closeness-Distance Dynamics Emotional Maturity Assessment Ethics in Pastoral Care II: Reporting Abuse Listening Skills III: Reflection of Feeling Suicide prevention and intervention	FTB: 3 EHC: 3,4 M&J:6,7, 13	Case Study 1
4 10/5	Differences in families and Church Genogram Assignment Introduced Understanding the Stages of Change Working with Ambivalence Listening Skills IV: Double Sided Reflections	FTB: 4, 8 M&J: 8	
5 10/12	The relationship between thoughts and feelings Look Beneath the Surface & The Ice Berg Model Prayer Counselling Ministry Problem focus Vs. Solution focus Listening Skills V: Giving Godly Guidance	FTB: 5 EHC:5 M&J: 9,10,11	
6 10/19	Triangles in relationships FOCCUS Training Check in Depression, Grieving & Loss Premarital Counselling Resources Listening Skills VI: Final Practice	FTB: 6 EHC: 9 M&J: 12	Case Study 2
10/26	<i>Week of Fall Break – No Class</i>		
7 11/2	Birth Order Effects Breaking the Power of the Past	FTB: 7 EHC: 6	Prepare Inventory Report due
8 11/9	Setting Boundaries; Stress & Anxiety Disorders Burnout & Pastoral Self Care planning	EHC: 8 M&J: 14, 21	
9 11/15 MON!	Genogram Permitting Brokenness & Vulnerability in Church Addictions I	EHC: 7 M&J: 16	NOTE: Class on Monday this week due to ETS Conference, Atlanta. Both Journals and Genogram Due
10 11/23	Major Mental Disorders: Personality Disorders Addictions II	M&J: 17	Case Study 3
11 11/30	Major Mental Disorders Addictions III	M&J: 17	
12 12/7	Major Mental Disorders: Bi-Polar Disorder Class Evaluation	M&J: 17	Resource Notebook Due
12/14	Final Project Due---No Exam		Premarital Project due
Guest	<i>Guest Lecture: Addictions Recovery Story</i>		

Lectures	<i>Guest Lecture: Schizophrenia in the Pew</i> <i>Guest Lecture: Domestic Violence Intervention</i> <i>Guest Lecture: Ministry to the Sexually Broken</i> <i>Guest Lecture: Hospital visitation & death notification</i> <i>Guest Lecture: Reporting Child abuse guidelines</i>		
-----------------	---	--	--

EVALUATION:

<u>Family Ties that Bind</u> Journal and Genogram.....	10
<u>Emotionally Healthy Church</u> Journal.....	10
Case study 1	10
Case study 2	10
Case study 3	10
Pastoral Counselling Resource Notebook	15
Premarital Counselling Project	20
FOCCUS training and couples report.....	15
TOTAL :	100

GRADING SCALE

Letter Grade	Percentage	Grade Point
A+	98-100	4.30
A	93-97	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

CASE STUDY #1

General Background

Don is a 45-year-old former fireman with a grade 12 education, who over the last 12 years has worked as a drug interdiction officer in the RCMP. He has a special expertise on firearms training, and is an avid hunter. Although musically talented and willing to serve, he has not been able to be very active in the church due to working rotating 12-hour shifts constantly. He typically works about 60 hours a week. Last year he had to be asked to step down as choir director due to his difficult schedule. His wife Bonnie (40) and 3 kids have been active, however: Ann (19)-very responsible college student, Sue (17)-smart grade 12 student, Ed (15) low achiever, grade 10. Over all, Don can be described as a sincere Christian, who loves his family, is well liked by others, can come across a bit macho at times, but has a good sense of humor and warm personality and appears to be tired much of the time.

Personal History

Don is the only child of a single Mother who was deserted by his father in infancy. He grew up in a Christian home and was the mainstay of his mother during his childhood. He described his childhood as basically happy, but he missed his father. He was the man of the house and has a strong sense of responsibility and right and wrong. He is quite intelligent and has some regrets about not having a college education, is moderately overweight and often feels trapped by his exhausting work schedule. Six months ago his mother died, and he came to see you to talk about his feelings of loss and grief on two occasions. Both he and his wife have come for help with their relationship with their son Ed who had been arrested for breaking and entering about a year ago.

Current Family Situation

Don's working schedule has taken him away from his family for a number of years. A devoted father, he has had to take several out of province assignments that took him out of the family for months at a time. His work schedule has created tension at times at home, particularly with his wife and son. When Don is home he is often exhausted. Bonnie, a very capable secretary, began to work part-time outside the home last year. Ed has had a tense relationship with his dad over curfews, poor grades at school, and lack of follow through on home chores and other responsibilities. Bonnie sees herself as the protector of Ed from Don's anger and is close to Ed. Ed is somewhat quiet, and has a pattern of not following through on responsibilities, lying at times to evade boundaries set by his parents and school. He successfully completed his probation for burglary and has no current legal problems. Friction at home and low performance at school continue, however. Despite the above problems, the family would generally be described as "tight knit" and close, especially in terms of mom being close to the three children.

Presenting Problem:

Don has come to you deeply upset, looking extremely tired, disheveled, and weeping. He discloses that earlier in the week he participated in a drug raid in which two fellow RCMP officers were killed, one of whom was a close friend. This was especially traumatic in that he heard the whole murder occur over the listening device he was monitoring and was unable to take any action to intervene. Yesterday when he returned home he got into an argument with his son over being late by 30 minutes for a curfew, and beat him severely with a belt, shouting curses at him. During the beating his son told him that he hated him and refuses to talk to him today. He is threatening to run away from home. In tears Don tells you that he feels "totally out of control" and feels overwhelmed by feelings of anger, guilt, remorse and confusion.

Case study Questions

1. In a sentence, what is the problem?

2. What is this Person doing Right?

Identify the things the person or persons in the case study have done right in this situation.

3. What are their Resources and Strengths?

What resources and strengths does he/she or they have to call on?

4. For each key person in the case study answer the following:

- a. What is going on emotionally for this person, what feelings do you think they may be having? On a scale of 1-10, how significant is the emotional part of the problem?
- b. What behaviors for each person are possibly contributing to the problem? On a scale of 1-10, how significant is the person's behavior in the problem?
- c. What irrational beliefs could be at work in the various parties, which may be contributing to the problem? On a scale of 1-10, how big a role are irrational beliefs playing in each person?

5. For each main person in the scenario, how is the problem impacting them in five areas?

How do you guess this problem might affect the following relationships:

- a. Their Relationship with God?
- b. Their relationship with themselves?
- c. Their relationship with others, especially family members?
- d. Their relationship to hostile angelic forces?
- e. Their relationship to their bodies, physical environment and other life circumstances?

Make a list of the key issues this client is bringing to you, and comment on whether you think it is primarily a problem of affect, behavior, cognition, or relationship.

6. What is causing this problem? Using your list of key issues respond to these questions:

- a. What is the precipitating cause or event that motivated the person to seek help?
- b. Is there a direct primary cause? E.g. Someone died in the family and the client is depressed because of it.
- c. What pre-disposing factors are working here that may be playing a role?
- d. What factors have kept the problem going?

7. What is Missing?

What things need to be added to this person's life, in order to help them?

8. What is there too much of?

What barriers exist in this situation, which need to be removed to build positive change? In other words, what is there too much of?

10. What are their immediate priorities to help with?

Prioritize the top three issues from question # 3 above, and describe how you are going to attempt to deal with each one. Briefly describe what interventions you will take and why you are choosing this strategy, in light of your earlier questions. (Don't give hypothetical dialogue).

Adapted by J. Auxier from Miller & Jackson, 1995, Practical Psychology for Pastors.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.



TRAINING REGISTRATION FORM
ONLY FOR STUDENTS ENROLLED IN
PTH 605: Pastoral Counselling for GRADUATE CREDIT
With DR. JOHN AUXIER, TRINITY WESTERN UNIVERSITY
Includes: Resource Kit with DVDs and CD,
Non-transferable Facilitator ID #, Shipping & GST

Seminar Date: Friday, September 24, 2010
Location: ACTS Seminaries of Trinity Western University

NAME (Last) (First) (Title Preferred)
ADDRESS
CITY PROV POSTAL CODE
AREA CODE OFFICE PHONE
(The above address will be used by Enrich Canada to forward scoring reports etc. to you)
FAX # HOME PHONE
EMAIL
PLACE OF EMPLOYMENT (Church or Agency)
RELIGIOUS AFFILIATION (Clergy) SIZE OF CONGREGATION
EDUCATION ATTAINMENT DEGREE SPECIALIZATION
PROFESSIONAL CERTIFICATION COUNSELLING EXPERIENCE
APPROX # OF COUPLES SEEN PER YEAR YEARS WORKING WITH COUPLES
Premarital Preparation HOW DID YOU HEAR ABOUT PREPARE/ENRICH?
Marriage Counselling 1. Colleague 4. Advertisement
Family Counselling 2. Church 5. Other
3. Internet

I CERTIFY THE ABOVE INFORMATION IS CORRECT

FEE \$136.50

CHARGE TO: VISA MASTERCARD AMERICAN EXPRESS

NAME ON CARD

CARD # EXPIRY DATE

SIGNATURE

1-888-973-3650 (Toll Free)* Fax (780) 973-3850* Email: info@enrichcanada.ca Website: www.enrichcanada.ca

OFFICE USE ONLY Payment Received