

Associated Canadian Theological Schools PTH 605B: Pastoral Counselling

<p>Instructor: Dr. John Auxier, Dean of Trinity Western Seminary M. Div., M.A. Church History, Ph.D. Rehabilitation Counselling</p> <p>Modular Version Fall 2009 (3 semester hours)</p> <p>Location: Broadview EFC, 350 30 Street NE, Salmon Arm, BC V1E 1J2</p>	<p>E-mail: auxier@twu.ca</p> <p><u>Class Dates & Times:</u> Thurs. Oct. 15: 6:00 pm - 9:30 pm Fri. Oct. 16: 8:30 am - 4:30 pm Sat. Oct. 17: 8:30 am - 4:30 pm</p>
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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. Auditors are welcome to attend the class,** Oct 15-17 and must register and pay on the ACTS website at www.acts.twu.ca. Spouses of auditors must also pay the normal audit tuition. We’d encourage you to read the course texts if you can prior to class, but this is merely a suggestion.
- 3. 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. We will be using the “Forum” function for threaded discussions on the Emotionally Healthy Church text.
- 4. This is an experimental modular hybrid graduate course** which will combine approximately 20 class hours in Salmon Arm, plus pre-class and post-class assignments, and weekly online threaded discussions, and two Skype video conference discussions. All students will be expected to have access to the internet and familiarity with Skype (including using a camera) and able to attend all sessions of the classes in Salmon Arm. If Skype does not work, we’ll substitute a conference call.

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 Couple’s Check-up tool.
- 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.

Course Fee: \$75.

II. OBJECTIVES:

By the end of the course students will be able:

1. to articulate a personal and systemic model of pastoral counseling in the context of community.
2. to identify ethical issues and apply basic ethical principles in pastoral counseling.
3. to demonstrate basic reflective listening and encouragement skills essential for good shepherding.
4. to demonstrate a comprehensive premarital counselling strategy for their ministry.
5. to demonstrate the ability to use the Couple's Check-up with pre-marital couples.
6. to demonstrate familiarity with the core symptoms of common mental disorders.
7. to demonstrate the ability to access Christian and community resources to enhance pastoral care.
8. to articulate personal, spiritual and professional growth they experienced in the class.

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 MATERIALS:

Canadian Couples Check-up. Access online at www.empoweringcouples.ca . Cost: Approximately \$30 USD.

Miller, W. R. & Jackson, K.A. Practical Psychology for Pastors. 1995. Revised Edition. Englewood Cliffs: Prentice Hall. A comprehensive reference tool for all pastors. (note: this book may be out of print and can be ordered through the TWU bookstore.)

Scazzero, Peter. The Emotionally Healthy Church. 2003. Grand Rapids: Zondervan. Describes how pastoral and congregational values & practices serve or hinder pastoral care.

Wright, Norman. 1997. Before you say "I do": A marriage preparation manual. Eugene, OR: Harvest House. A classic reference for ideas for premarital preparation with couples.

IV. EXPECTATIONS:

1. Students are expected to complete all reading assignments and exercises prior to each class, or Skype video conference, and **bring all reading books to class October 15-17**. 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. For assignments to be discussed during our Skype meetings, it is expected that students will email copies to everyone in the class 48 hours prior, so we can interact with each other's writing.
4. All written assignments are to be typed, double spaced using either APA or Turabian style.
5. Students are expected to participate in weekly online 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.
6. You will create a typed, personal reflective journal on the book the Emotionally Healthy Church.
7. NEW! This year's course requires you find a couple to use the "Couple Check-up" relationship inventory available online from *Empowering Couples Canada*, and meet twice with the couple to discuss the findings and write a brief report assessing the tool for use in premarital counselling. It is recommended that you use the Engaged Discussion Guide-church based version (also on the www.empoweringcouples.ca website) to guide your work with the couple discussing the results.

V. ASSIGNMENTS:**Assignments September 10 to October 15:**

- **Case Study I** Due Sept. 26 **10 points**
 Following the questions provided in the syllabus, and your readings of the first three chapters of Miller & Jackson, write a 3-4 page response to this case study. Email your case study to me at auxier@twu.ca. Due September 26. Will be discussed in a Skype conference call on September 28 at 4:00pm.
- **Emotionally Healthy Church Threaded Discussion** Due Mondays, Sept-Nov **15 points**
 Respond to the discussion questions in the back of this text, PLUS add favorite quotes or criticisms of the book. Post weekly comments to questions on EHC on Mycourses under the Forum on the TWU website in a threaded discussion. *Note: **Students are expected to respect the confidentiality of their peers and not reveal or copy comments in the threaded discussions.** Neither ACTS, TWU nor the instructor can guarantee total confidentiality, so weigh this in posting your reflections.*
- **Miller & Jackson reading and discussion guide.** Due Oct. 15 **15 points**
 I will be addressing M&J topics during my lectures October 15-17. Prior to this, read Chapters 1-3; and 6-21 and mark up your book indicating that you have thought about the material. What I am looking for is a “marked up book” that indicates you have interacted with the text as you read it. Written assignment: Develop 3-5 discussion questions for each chapter.
- **Case Study II** Due Oct. 15 **10 points**
 Following the questions provided in the syllabus, and your readings of the first three chapters of Miller & Jackson, write a 3-4 page response to this case study. Will be discussed in class Oct 15-17.

October 15-17

Approximately 20 hours of lectures, case studies and discussion in Salmon Arm.

To be completed October 18 to December 7

- **Couples Check-up Assignment** Due Nov. 9 **10 points**
 Students will:

 - a. Locate an engaged or seriously dating couple to take the Canadian Couple Check-up, and meet with the couple twice for at least two hours of feedback to share/discuss the results.
 - b. Write a 3-5 page paper describing how the results helped the couple gain insight into their relationship, and your take on the advantages and potential drawbacks of the Couple Check-up for premarital counselling. Please begin the paper with a summary of the strengths and growth areas of the couple. Do not give any names or identifying information.
 Due: November 6 by email. Skype discussion: Monday, Nov. 9, at 4pm.
- **Pastoral Counselling Resource Notebook.** Due Nov. 23 **20 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. This must be postmarked no later than November 23. ACTS will cover return postage.

- **Premarital Counselling Paper:** Instead of final exam. Due Dec. 7. **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 on the website will give the details.

TENTATIVE COURSE PLAN			
Pre-class assignments: September 10-October 14			
<ul style="list-style-type: none"> • Read and post weekly comments on Emotionally Healthy Church (EHC) 1-6; • Read Miller & Jackson 1-3, 6-21 and develop discussion guide; • Complete two case studies. 			
Dates	Topics	EHC chs.	Assignments Due
Sept 14	Opening Chapter on Scazzero/leadership	EHC: 1	Threaded Discussion Posting on EHC
Sept 21	New paradigm for discipleship	EHC: 2,3,4	Threaded discussion posting on EHC
Sept 25	Case Study I		Case Study I paper due
Sept 28	Looking beneath the surface Skype discussion of Case Study I, 4pm-5pm.	EHC: 5	Threaded discussion posting on EHC
Oct 5	Break the power of the past	EHC: 6	Threaded discussion posting on EHC
Oct 12	THANKSGIVING		
Thursday Oct 15-Saturday October 17 Class			
<u>Assignments due Oct. 15:</u>			
Case Study II paper			
Miller & Jackson Discussion guide (Omit chapters 4-5)			

<p>Topics to be covered Thursday-Saturday (tentative): Introduction to Pastoral Counselling Integrative Model and the Five Dimensions Pastoral Counselling as a process <i>Listening Skills I: Not Listening and SOLER</i> Ethics in Pastoral Care I: Basic Principles Ethics in Pastoral Care II: Reporting Abuse <i>Listening Skills II: Repetition & short Paraphrase</i> Case Study II Discussion Suicide prevention and intervention Closeness-Distance Dynamics in couples The relationship between thoughts and feelings Look Beneath the Surface & The Ice Berg Model <i>Listening Skills III: Reflection of Feeling</i> Building Motivation for change <i>Listening Skills IV: Double sided Reflections</i> Mood disorders, grief and depression Stress and anxiety Forgiveness Major Mental Disorders: Personality Disorders Major Mental Disorders: Schizophrenia Major Mental Disorders: Bi-Polar Disorder Domestic violence in the Church Pornography recovery Alcohol and Drug Addiction in the Church Pastoral Self Care</p>			
<p>Post class assignments October 18-December 9</p> <ul style="list-style-type: none"> • EHC chapters 7-11 and weekly threaded postings • Couple’s Check-up report and Skype discussion • Pastoral Resources Notebook • Premarital Counselling Paper 			
Oct 19	BREAK –You just put in a long week!		
Oct 26	Receive the gift of limits	EHC 8	Threaded discussion posting.
Nov 2	Embrace Grieving and Loss	EHC 9	Threaded discussion posting
Nov 9	<p>Couple’s Check-up Report due Couples Check-up Skype Discussion 4pm-5pm</p>		
Nov 16	The Incarnation-- our model for pastoral care	EHC 10-11	Threaded discussion posting
Nov 23	Pastoral Resource Notebook mail in deadline		
Dec. 7	Premarital Counselling Paper Due		

EVALUATION:

Emotionally Healthy Church threaded discussion.....15
 Case study 110
 Case study 210
Miller & Jackson discussion guide15
 Pastoral Counselling Resource Notebook20
 Premarital Counselling Project20
 Couples Check-in report.....10

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

PTH 605B (Modular) Case Study 1: Jim and Lara

Introduction

Church members Jim (30) and Lara (27) were overjoyed when the doctor told them Lara was pregnant again. They already had a two year old boy, Samuel. They had been married for about six years and were looking forward to completing their family. They are committed believers and were active in their local church. Jim is a factory worker with seniority and good benefits. He works the night shift, putting in overtime and working 50-60 hours a week to help keep Lara home with their son.

Lara plays the piano in church and works part-time in a Kinkos running Xerox copiers, Jim has been an adult Sunday school teacher and on the board as a deacon in the past. They are close friends with you and your spouse, who have walked them through some rough times.

Family Backgrounds

Lara is very matter of fact and practical as a person. She came from a relatively well-to-do family of unbelievers, and became a Christian in High School, along with her two sisters. She is close to her parents and her married sisters, who live out of province, but her folks remain uncommitted spiritually. She is a great person with the gift of helps and great character and prayer warrior, more practical than empathetic in personality.

Jim is a very outgoing and gregarious man, who grew up the youngest child in his family. His mother was 20 when she married his dad, who was age 50. His dad was a trucker and on the road a lot, his mother stayed home and raised Jim and his older brother, who was a bit of a bully growing up. They are not close and he has been in trouble with the law. Jim went to Christian schools growing up, as his mother was a believer, and he became a Christian in High School.

Unfortunately one of the things his father passed on to Jim was an addiction to pornography, which was left lying around in the house. Jim brought this problem into his marriage as a secret habit. For many years he habitually went to adult bookstores and strip joints after getting off the night shift, and engaged in phone sex on 900 lines. About 18 months ago, after a sermon series on I Corinthians 7, Jim went to you (his pastor), confessed his secret life, and gradually has learned how to walk in truth and integrity before God and his wife.

Internally, Jim has spent many years being ashamed of himself. He constantly works harder than anyone else at his job, priding himself on the quality of his work, and conversely beats himself up for the smallest mistake. Underneath an aggressive exterior is a man who is deeply ashamed of himself and went to masturbation in order to avoid feelings of worthlessness. Gradually, you worked with Jim to help him accept his worth in Christ and his status as a valuable, fallible Child of God, and sent he and Lara for counselling. Jim has been willing to be accountable to a group of men and to his wife for his thought life, time and money. They have really turned things around in their lives, with the pregnancy coming up, it is an affirmation of God's blessing in their family.

Jim and Lara's Current Pastoral Problem

During the third month of pregnancy, Lara has a routine ultra-sound which reveals she is expecting twins and that both were girls. This is big news! Twins ran in her side of the family and she and Jim were even more excited. Baby furniture was purchased and Baby girl clothes were gathered by friends. Matching cribs were found, refinished and put in place.

About 15 weeks into the pregnancy the doctor detected some abnormalities. Tests revealed some shocking news: the babies were indeed twin girls, but they were Siamese Twins—joined from their lower rear skulls to their posteriors. They shared many of the same organs. One did not have a fully developed brain. The list of complications went on and on.

The couple went from joyous anticipation to utter devastation. The condition was so rare that answers were hard to come by. Questions abounded. Can one of the twins be saved? How life-threatening are the complications? Can they be delivered and then separated?

If the press found out, the hospital would be a zoo—Siamese twins are unusual and rare, and would attract a media circus and require international specialists. Over the period of two weeks, the doctors presented various facts to the couple and urged them to terminate the pregnancy. They were cautioned that because of the twin's physical connection, if the babies managed to come to term, delivery could threaten Lara's ability to have children in the future or even her life. If they were born, neither twin could survive long after birth.

Jim and Lara were in anguish. Strong Christians, they were committed to protecting unborn from abortion. Yet they were being asked to do that very thing. There was virtually no hope for their medically compromised daughters.

Being close to the pastor and his/her spouse, they had no problem talking with you. However, they felt they could not talk about this decision with many others in church or put this on the prayer chain, because they felt well meaning people might pressure them or judge them if they decided to abort the twins. (They understood this well, as they did not want to abort either!) Furthermore, as mentioned above, the doctor had warned them that the media might make them very visible due to the rarity of their babies' condition if word got out.

They love these little unborn girls, but the prospect of going all the way full-term and delivering two dead children was equally awful to Lara. While confessing confidence in God, they felt confused as well. Lara tearfully cried "Where is the protection and mercy of our Heavenly Father in the midst of this?" "Why is this happening?" "Did I eat something poisonous? Was it all that Xerox copying at work?" "What do we do?"

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:

- i. 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?
- ii. 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?
- iii. 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 relationship 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:

What is the precipitating cause or event that motivated the person to seek help?

Is there a direct primary cause? E.g. Someone died in the family and the client is depressed because of it.

What pre-disposing factors are working here that may be playing a role?

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 format except in counselling courses, for which APA format is used.

Students are encouraged strongly 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://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

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

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.