

BC101OL PASTORAL COUNSELING SYLLABUS

I. COURSE DESCRIPTION

A course designed to consider the special issues associated with the theory, practice, and administration of counseling in pastoral contexts. Students will receive training for certification in the PREPARE-ENRICH and Counselaid assessments, as well as the Strategic Pastoral Counseling model. *2 hours.*

II. COURSE OBJECTIVES

- A. The student will learn general counseling principles applicable for the local church based on the integration of theological and psychological foundations.
- B. The student will practice basic counseling skills for Christian counseling.
- C. The student will explore personal life issues that may influence counselor effectiveness.
- D. The student will examine a short-term structured model specifically for pastoral counseling.
- E. The student will examine models and methodology for counseling individuals, couples and families.
- F. The student will acquire expertise in specific problem areas commonly experienced by pastoral counselors.
- G. The student will acquire expertise in specific assessment areas for Christian counseling.

III. COURSE TEXTBOOKS

A. Required

Barnes, M. Craig. The Pastor as Minor Poet. Grand Rapids: Eerdmans, 2009.

Benner, David. Care of Souls: Revisioning Christian Nurture and Counsel. Grand Rapids: Baker Books, 1998.

Benner, David. Strategic Pastoral Counseling: A Short-term Structured Model. Grand Rapids: Baker Books, 2003.

Olson, David. *PREPARE/ENRICH Counselor's Manual*. Minneapolis: Life Innovations, 2009.

(Order through the professor at the beginning of the course for \$80 [*payable to DTS*]. Price includes one-time fee for certification to administer, interpret, and give feedback for couple's assessments.)

NB¹: The ten most common problem areas occurring in church congregations will be uploaded on the class website which are selected from the many problem areas identified in Insight for Living's Counseling Insights: Volume I & Volume II. Students will be expected to select one of the ten problem areas as required reading.

¹ NB = *nota bene* = Latin for *note well*

B. Suggested

Insight for Living. Counseling Insights: Volume I & Volume II.

Clinton, Timothy & Ohlschlager, George (Eds.), Competent Christian Counseling: Foundations & Practice of Compassionate Soul Care, Vol. I. Colorado Springs: Waterbrook Press, 2002.

Moon, Gary & Benner, David, (Eds.). Spiritual Direction and the Care of Souls. Downers Grove: InterVarsity Press, 2004.

C. Supplementary Bibliography

Benner, David & Hill, Peter (Eds.), Baker Encyclopedia of Psychology & Counseling, 2nd Edition. Grand Rapids: Baker Books, 1999.

Hunter, Rodney (Ed.), Dictionary of Pastoral Care and Counseling. Nashville: Abingdon Press, 1990.

IV. COURSE REQUIREMENTS**A. Reading Assignments** (Learning Objectives A, F, & G)

Read the assigned materials (required texts & assessment manual).

B. Video Sessions

Each module provides video sessions that you are required to view. These sessions are the online equivalent to class attendance. There is no grade percentage given to this assignment. However, there will be a grade deduction for failure to watch the video sessions. Exceptions must be approved by the professor.

C. Interaction

Some modules will have class interaction. This will require that you make and read posts or papers written by you and your classmates and discuss the work. Interaction is a vital part of the online experience. It is here that you will meet you classmates, discuss the class material, and develop a sense of community.

D. Quizzes and/or Exams

There will be no quizzes or exams.

E. Written Assignments (papers, journals, study exercises, charts, etc.)

1. Application Project (Learning Objectives C & E): Each student will explore the nature of change and engage in the process of changing a personal behavior that constricts their spiritual health and growth. This project will be a structured reflection on your involvement in a current change exercise that will be explained at the beginning of the course. The particular application may be in the area of your choosing. The application project should be experiential and interactional for a minimum of one 1 hour of exercise or “change lab” per week, with a total of 10 “change labs” per semester. Each weekly “change lab” may be divided into any combination of 60 minutes of individual reflection and interpersonal

interaction. After engaging in this experience throughout the length of this course, write a reflection paper for yourself (do not turn in) with the following outline:

- 1) What did I gain from this structured change process?
- 2) What were my barriers to change during this process?
- 3) How would I improve my change process in the future?

NB: Report only two things on the *Course Requirements Recording Form*:

- a) Number of completed “change labs.”
- b) Did you write and read your 3 point paper?

2. Personal Assessments (Learning Objectives C & G): Complete a self assessment based on your understanding of the MBTI personal inventory covered in class and summarize the benefits for personal growth in a one page written reflection paper.

3. Couple Assessment and Feedback (Learning Objectives B, E & G): Each student will complete a couple assessment and feedback session with a volunteer couple using the PREPARE-ENRICH process demonstrated in class. Summarize the couple’s feedback to you on: 1) the usefulness of the assessment; 2) the implications for them as a couple; and 3) your strength and growth areas in the process of assessing them and giving them feedback and coaching (minimum of **3 full pages**). You need to start the process of securing the volunteer couple early in the semester.

NB: International students can choose to be certified by paying for the kit and shipping or they can receive the training without certification. Students living outside of the United States may substitute the “Couple Checkup Assessment” (which does not require training or certification) for the Prepare-Enrich assignment described above. To do so, you must go to www.prepare-enrich.com and link to “Couples” then to “Learn more about the couple check up” then to “get started.” At this point, you may pay \$29.95 (US) online by credit card to take the assessment yourself as a married, engaged or dating couple. After reviewing your own results, write a minimum of 3 pages addressing:

- a) the overall usefulness of the assessment tool
- b) your strength and growth areas
- c) implications for you as a couple to facilitate personal spiritual transformation

4. PPT Presentation (Learning Objectives A, B, D & F): Each student will select one of the ten most common problem areas occurring in church congregations uploaded on the class website from Insight for Living’s *Counseling Insights: Vol I & Vol II*: addictive behavior, anger, depression, forgiveness, grief & trauma, guilt & shame, marital stress, parenting issues, sexual issues, and worry. Each student will prepare a 20 minute PowerPoint workshop as though they were leading a professional training for pastors in the Strategic Pastoral Counseling Model applied to their particular topic. Each student’s PowerPoint presentation and a written transcript will be uploaded for all students in the group to download for future use. The transcript should be long enough to represent a 20 minute presentation. It is recommended that students plan on an average of one full page per minute (20 double spaced pages minimum). [Do not simply copy and past your slides into your transcript; Unpack and explain what is on your slide presentation as you would during an actual workshop].

5. *Care of Souls and Pastor as Minor Poet* Personal Response Papers (Learning Objectives A & C): Each student will write a response paper for each of these required texts. Students will: 1) explain the thesis of each author; 2) identify their personal top “take away” from each author; and 3) explain how each author will impact change in their personal ministry in the future (minimum of **5 full pages** for each book).

V. COURSE SUPPLEMENTAL INFORMATION

Please contact the course professor directly around class time or by appointment, by phone or email for any supplemental information needed.

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

VI. COURSE POLICIES

A. Letter/Numerical Grade Scale

| | | | | |
|------------------|-----------------|-----------------|-----------------|---------------|
| A+ 99-100 | B+ 91-93 | C+ 83-85 | D+ 75-77 | F 0-69 |
| A 96-98 | B 88-90 | C 80-82 | D 72-74 | |
| A- 94-95 | B- 86-87 | C- 78-79 | D- 70-71 | |

B. Weighing of Course Requirements for Grading

The final grade for this class will be assigned in the following manner:

| | |
|------------------------------|-----|
| #1: Application Project | 20% |
| #2: Personal Assessments | 10% |
| #3: Couple Assessment | 20% |
| #4: Powerpoint Presentation | 15% |
| #5: Reading & Response Paper | 20% |
| #6: Interactions | 15% |

C. Class Participation

Students are encouraged to participate in module discussions. It is through this interaction that students will develop a sense of community with the rest of the class.

D. Late Assignments

Assignments will be expected by the due date. Exceptions should be addressed to the professor or GTA in advance of the due date. Late assignments are accepted and graded according to the student handbook guidelines.

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

| Module | Lecture Topics | Reading | Written |
|--------|---|---|--|
| 1 | Introduction to Course Application Project Options | | |
| 2 | Theological Foundations Anchor Points | | |
| 3 | Foundation Models | Benner, <i>Care of Souls</i> | ** <i>Care of Souls</i> Response Paper |
| 4 | Prepare/Enrich Inventory | P/E Manual | |
| 5 | MBTI & Counselaid Inventory | | |
| 6 | Theology & Practice of Pastoral Counseling | Barnes, <i>Pastor as Minor Poet</i> | ** <i>Pastor as Minor Poet</i> Response Paper |
| 7 | <i>Strategic Pastoral Counseling Resources: A Short-term Structured Model</i> | Benner, <i>Strategic Pastoral Counseling</i> <i>Insight for Living Counseling Insights</i> | **Personal Assessment Paper *Couple's Assessment |
| 8 | Conclusion and Final Projects | | **Application Project Reported **PPT Presentation |