

Introduction to Pastoral Counseling

Loren L. Townsend, Ph.D.
Henry Morris Edmonds Professor of Pastoral Ministry and
Professor of Pastoral Care and Counseling
214 Gardencourt
ltownsend@lpts.edu

Description

This course provides a foundational orientation to pastoral counseling as a practice of ministry and as a theological bridge discipline connecting ministry and marriage and family therapy. The class will: (1) examine and critique the historical and cultural contexts that formed pastoral counseling; (2) explore contemporary, multicultural expressions and practices of pastoral counseling; and (3) develop a beginning set of theological and counseling resources to guide practice and anchor a practical bridge between ministry and marriage and family therapy.

Objectives

By the end of the semester, students will:

1. Be able to describe and discuss the history of pastoral counseling, its roots in twentieth-century clinical pastoral care movements, and its connection to traditions of psychotherapy.
2. Be able to discuss and critique pastoral counseling's history and practices in the light of multicultural and inter-religious realities, and a multiversal approach to psychotherapy.
3. Be able to describe pastoral counseling as a theological discipline bridging ministry and marriage and family therapy.
4. Identify a personal position for relating theology and behavioral sciences.
5. Develop a beginning understanding of empathy, therapeutic relationships, and pastoral presence and how these relate to counseling practice.
6. Demonstrate beginning understanding of fundamental counseling skills of joining, assessing, treatment planning, and carrying out a course of treatment.
7. Demonstrate a beginning understanding of how spirituality, religious faith, and resources of communities of faith can be integrated ethically and appropriately into counseling practice.
8. Be able to describe a beginning framework for theological and ethical reflection on their work in counseling.

Primary Texts (entire text to be read)

Townsend, L. (2009). *Introduction to Pastoral Counseling*. Nashville: Abingdon

Wimberly, E. (1994). *Using Scripture in Pastoral Counseling*. Nashville: Abingdon Press.

Wimberly, E. (1990). *Prayer in Pastoral Counseling*. Louisville, KY: Westminster/John Knox.

Pergament, K. (2007). *Spiritually Integrated Psychotherapy*. NY: Guilford Press.

Other Key Resources:

- Ashbrook, J. (1996). *Minding the Soul: Pastoral Counseling as Remembering*. Minneapolis: Fortress
- Bidwell, D. and Marshall, J. (eds). (2006). *The Formation of Pastoral Counselors: Challenges and Opportunities*. Binghamton, NY: Haworth Press.
- Demarinis, V. (1986). *Critical Caring*. Louisville: Westminster/John Knox.
- Farris, J. (ed) (2002). *International Perspectives on Pastoral Counseling*. Binghamton, NY: Haworth Press.
- Gorsuch, N. (2001) *Introduction to Feminist Pastoral Care and Counseling*. St. Louis: Pilgrim Press.
- Hunter, R. (2005). *Dictionary of Pastoral Care and Counseling*. Nashville: Abingdon Press. Knox Press.
- Neuger, C. C. (Ed.) (1996). *The Arts of Ministry: Feminist and Womanist Approaches*. Louisville: John
- Neuger, C. (2001). *Counseling Women: A Narrative Pastoral Approach*. Minneapolis: Augsburg/Fortress Press.
- Ramsay, N. (ed) (2004). *Pastoral Care and Counseling: Redefining the Paradigms*. Nashville: Abingdon.
- Schlauch, C. (1995). *Faithful Companionship: How Pastoral Counseling Heals*. Minneapolis: Fortress Press.
- Smith, A. Jr. (1982). *The Relational Self: Ethics and Therapy from a Black Church Perspective*. Nashville: Abingdon Press.
- Sperry, L. (2001). *Spirituality in Clinical Practice*. Philadelphia: Brunner-Routledge.
- Wise, C. (1983). *Pastoral Psychotherapy*. Northvale, NJ: J. Aronson.

Requirements

I. Preparation for class and participation

Twenty four hours BEFORE every class with a reading assignment, each class member will submit to the class's electronic forum either:

1. At least one question arising from the reading that can be clarified by classroom discussion; or
2. An evaluative comment or observation about the reading that needs or requires further clarification or additional consideration from the professor or class discussion.

Evaluation: Participation grades will be assigned based on (1) class member's completing the assignment on a regular basis; (2) quality of question or comment (shows thoughtful consideration of reading, creating and critical thinking about reading, willingness to press some boundary with inquiry, and contribution to expanding the conversation of the class).

II. Response to class sessions

After each major subject section (dates due are noted in bold in the course schedule), each class member will post reflective responses to an online group forum. The class will be divided into a forum with 5-6 members. This will constitute a discussion group. Specific assignment for the group:

1. **Within 48 hours** of the class period noted in bold on the schedule, each member will post their own original comment reflecting on assigned reading and class discussion. Original reflective comments must be no less than 250 words and no more than 500. Reflective comments should include some combination of (but are not to be limited by) the following:
 - a. Critical evaluation of the material from reading, lecture, discussion (with what do you agree/disagree, why, and on what authority; theological analysis of material from reading; questions left unanswered by authors/classroom discussion/lectures);
 - b. Reflection on one's own formation as a minister and/or counselor (how did the material affect your self-understanding? How does the material help or hinder your understanding of yourself as situated in a particular religious-cultural frame for ministry? How does the topic relate to how you will approach counseling as a parish pastor, counselor, or other religiously-trained professional?
 - c. Respond to the questions for reflection which will occasionally be posted by the professor.
2. **Within 72 hours (24 hours after original comments** must be completed) each class member will post a response to the original comments of at least two colleagues in their discussion group. Extra credit for comments that turn into on-line discussions.

Evaluation: Reflection statements will receive a grade based on: (1) quality of writing, (2) depth of thought about subject material reflected in original reflection, (3) critical thinking about central ideas and practices central to the subject section in both original statement and comments related to

III. Due last day of finals: Final integration paper (35% of grade)

In 5-7 double spaced pages (supported by reading and discussion in this class) discuss your understanding of what pastoral counseling is, how it relates to parish counseling, marriage and family therapy, or other ministry you expect to enter. Be sure to address your own understanding of "pastoral identity" and "pastoral formation" and the work you expect to do (and practices you expect to engage) in a specific context of counseling. If you are an MFT student, be sure to include a vision for how you will integrate "licensed marriage and family therapist" and "pastoral counselor." Use concrete examples and citations from your reading and experience.

Outline and Schedule

I: Historical Context

Sept. 9-14 *Defining Terms: Foundations of Pastoral Counseling in Christian history and 20th Century Clinical Ministry*

Reading:

- Townsend, L. (2009). *Introduction*, Ch. 1
Hunter, R. (2005). "Pastoral Care Movement," "Pastoral Counseling,"
"Pastoral Theology"
Wise, C. (1983). "Pastoral Counseling and Pastoral Psychotherapy" in C. Wise,
Pastoral Psychotherapy. Northvale, NJ: J Aronson.
DeMarinis, V. (1986). *Critical Caring*. Louisville: Westminster/John Knox. (pp 1-19)

Class discussion:

- Definitions: Pastoral care, pastoral counseling, pastoral theology
- Historical review and analysis
- Pastoral Counseling as ministry and professional discipline
- Alternative visions, other than Christian traditions of care and direction

Sept. 16 *Critique: Cultural Captivity and Deconstruction of Power* (**Discussion forum—response to class session due 9/16/10**)

Reading:

- Townsend, L. (2009). *Introduction*, Ch. 2
Cozad-Neuger, C. (2004). "Power and Difference in Pastoral Theology," in
N.Ramsay (ed). *Pastoral Care and Counseling: Redefining the Paradigms*.
Nashville: Abingdon.
Lee, S. (2009). "Engaging Difference: Race and Ethnicity" (unpublished)

Class discussion:

- Critique--Euro-American, male history and formation
- Invisible contributions made visible
- Justice, social action, and pastoral counseling

II: Contemporary Contexts

Sep. 21 *Redefining Paradigms*

Reading:

- Ramsay, N. (2004), "A Time of Ferment and Redefinition" in
N.Ramsay (ed). *Pastoral Care and Counseling: Redefining the Paradigms*.
Nashville: Abingdon.

Class discussion:

- Millennial Paradigm shift in clinical ministry and pastoral counseling
- Contemporary cultural landscape for pastoral counseling
- Redefinition: Pastoral care, pastoral counseling, public pastoral theology

Sept. 23-28 *Identity, Ministry, and Social Location: A Multiversal Vision* (**Discussion forum—response to class session due 9/28/10**)

Reading:

Townsend, L. (2009). *Introduction*, Ch. 3

Graham, A. (2006). "Race and Ethnicity in the Formation of Pastoral Counselors," in D. Bidwell and J. Marshall (eds), *The Formation of Pastoral Counselors: Challenges and Opportunities*. Binghamton, NY: Haworth Press.

Graham, L. & Whitehead J. (2006). "Core Elements in Pastoral Theology for the Formation of Pastoral Counselors," in D. Bidwell and J. Marshall (eds), *The Formation of Pastoral Counselors: Challenges and Opportunities*. Binghamton, NY: Haworth Press. (pp 21-27).

Lartey, E. (2002). "Pastoral Counselling in Multi-Cultural Contexts," in J. Farris (ed) *International Perspectives on Pastoral Counseling*. Binghamton, NY: Haworth Press.

Marshall, J. (2006). "Gender Identity, Sexual Orientation, and Pastoral Formation," in D. Bidwell, and J. Marshall (eds), *The Formation of Pastoral Counselors: Challenges and Opportunities*. Binghamton, NY: Haworth Press.

Class discussion:

- Changes in the field of pastoral counseling
- Relationship of pastoral counseling and other counseling disciplines
- Multiple locations of pastoral counseling practice
- Pastoral counseling in multicultural context
- Social location, practice, and pastoral counselor identities

Sept. 30 Midwest Regional AAPC Meeting, Columbus, IN

III: Practices

Oct. 5 *Pastoral Counselors "Integrate" Behavioral Sciences and Theology* (**Discussion forum—response to class session due 10/5/10**)

Reading:

Townsend, L. (2009). *Introduction*, Ch. 4

Class discussion:

- Definitions—theology, spirituality, behavioral science, psychotherapy theory, "to integrate"
- Four approaches to integrating
- Pastoral Counseling, Christian Counseling, Biblical Counseling
- Psychotherapy theory and pastoral counseling

- Oct. 7 *Pastoral Counselors Form Healing Relationships: Foundations in identity* **(Discussion forum—response to class session due 9/7/10)**
- Reading:
 Wise, C. (1983). "The Pastor as a Person to Others," in Wise, C. *Pastoral Psychotherapy*, Northvale, NJ: J Aronson (pp 25-47)
 Schlauch, C. (1995). "The Pastoral Clinical Attitude," in Schlauch, C, *Faithful Companioning: How Pastoral Counseling Heals*. Minneapolis: Fortress (pp 76-103).
- Class discussion:
- Self and other
 - Stories in interpersonal context
 - Persons in community
- Oct. 12 *Pastoral Counselors Form Healing Relationships: Relating to Clients* **(Discussion forum—response to class session due 10/12/10)**
- Reading:
 Townsend, L. (2009). *Introduction*, Ch. 5
 Cook, C. (2006). "Empathy: A Bridge Between Worlds, A Landscape of Care," *Family Ministry* 20:1 (Spring 2006), 29-38.
- Class discussion:
- Pastoral presence and empathy
 - Forming therapeutic relationships
 - Theory, relationship, and treatment outcome variables
- Oct. 14 *Pastoral Counselors Develop and Use Psychotherapy Skills I*
- Reading: (Prepare for Nov. 2 and following)
 Lecture & discussion:
- Basic Counseling Procedures
- Oct. 19-21 *Pastoral Counselors Develop and Use Psychotherapy Skills II* **(Discussion forum—response to class session due 10/21/10)**
- Reading:
 (Prepare for Nov. 2 and following)
 Townsend, L. "How to Write a Case Study"
- Lecture & discussion:
- Meeting clients and joining
 - Intake procedures
 - Evaluation—presenting problem and basic assessment tools
 - Summarizing
 - Selecting a treatment approach

- Goal setting and planning the course of care
- Using family therapy and other theories as guide for care

Oct. 26-28	Research and Reading
Nov. 2	<p><i>Pastoral Counselors Are Aware of and Address Spiritual and Religious Issues I</i></p> <p>Reading: Pergament, K. (2007). <i>Spiritually Integrated Psychotherapy</i>. Chs. 1-4</p> <p>Classroom: Be prepared to discuss reading in depth.</p>
Nov. 4	<p><i>Pastoral Counselors Are Aware of and Address Spiritual and Religious Issues II</i> (Discussion forum—response to class session due 11/4/10; see instructions for Nov. 9 for additional guidance for this discussion)</p> <p>Reading: Pergament, K. (2007). Chs. 5-8</p> <p>Classroom: Be prepared to discuss reading in depth.</p>
Nov. 9	<p><i>Reflection on Pastoral Practices</i></p> <p>Class discussion of Pergament and discussion forum. Be prepared to discuss your own position statement from 11/4/10 and anything you have considered since. Pay particular attention to how Pergament's model does or does not intersect with or represent your own personal religious pilgrimage and your own faith commitments. Be prepared to discuss how you see a specific focus on spiritual issues impacting your own practice as a counselor.</p>
Nov. 11	<p><i>Pastoral Counselors Use Spiritual and Pastoral Assessment Pastoral Assessment</i></p> <p>Reading: Pergament, K. (2007). Chs. 9-11</p> <p>Classroom: Be prepared to discuss reading in depth; examples of assessment tools.</p>
Nov. 16	<p><i>Pastoral Counselors Integrate Religious and Spiritual Resources in Intervention</i></p> <p>Reading: Pergament, K. (2007). <i>Spiritually Integrated Psychotherapy</i>. Chs. 12-15</p> <p>Classroom: Be prepared to discuss reading in depth.</p>
Nov. 18	<p><i>Prayer, Scripture and Ritual in Pastoral Counseling</i> (Discussion forum—response to class session due 11/18/10)</p>

Wimberly, E. (1994). *Using Scripture in Pastoral Counseling*. Nashville: Abingdon Press.
Wimberly, E. (1990). *Prayer in Pastoral Counseling*. Louisville, KY: Westminster/John Knox.

Class discussion

- Integrating spirituality and religious language with integrity
- Attending to religious plurality
- Attending to client need
- Prayer, scripture and ritual
- Initiative—client and counselor
- Ethics and contextual sensitivity

Nov. 23 *Practice session: Case presentation and analysis*

Nov. 25 Thanksgiving

Nov. 30-Dec. 2 *Pastoral Counselors Reflect Theologically on their Work. (Discussion forum—response to class session due 12/02/10)*

Reading:

Townsend, L. (2009). *Introduction*, Ch. 6

Townsend, L. (1996) Creative Theological Imagining: A Method for Pastoral Counseling, *Journal of Pastoral Care*, 50 (4).

Bohler, C. (1997). God is like a jazz band leader: location of divine and human power and responsibility—a call to pastoral theologians. *Journal of Pastoral Theology* 7, 23-42.

Neuger, C.C. (1996). Pastoral counseling as an art of personal political activism. In C. C. Neuger (Ed.). *The Arts of Ministry: Feminist and Womanist Approaches* (88-117). Louisville: John Knox Press.

Dec. 7 *Practice Session: Theological Reflection on a Clinical Case*

Dec. 9 *Pastoral Counselors Think and Behave Ethically*

Reading:

Review Townsend, (2009). *Introduction*, Ch. 6 and Appendix A.

<https://aapc.org/content/ethics>

http://www.aamft.org/resources/lrm_plan/ethics/ethicscode2001.asp

Discussion:

- Ethical codes
- Principles and ethics
- Narrative ethics and pastoral counseling

MFT Competencies and program goals addressed

Program goals:

- **The capacity for critical and constructive theological reflection regarding the content and processes of PC/MFT.**
- **An understanding of the various disciplines that undergird PC/MFT.**
- **Growth in personal and spiritual maturity.** Specifically: to stimulate students to begin the process of personal formation as entry level pastoral counselors and to establish the ability to reflect on the heritage of pastoral counseling and its contemporary practice.

MFT Competencies

- 1.2.2 Consider health status, mental status, other therapy, and other systems involved in the clients' lives
- 1.2.3 Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
- 1.3.1 Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
- 1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients.
- 1.3.8 Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers.
- 2.1.6 Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
- 2.3.7 Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
- 2.3.8 Identify clients' strengths, resilience, and resources.
- 2.4.1 Evaluate assessment methods for relevance to clients' needs.
- 2.4.4 Assess the therapist-client agreement of therapeutic goals and diagnosis.
- 3.1.1 Know which models, modalities, and/or techniques are most effective for presenting problems
- 3.3.2. Prioritize treatment goals.
- 3.3.3 Structure treatment to meet clients' needs and to facilitate systemic change.
- 3.5.3 Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.
- 4.1.2 Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.
- 4.3.1 Match treatment modalities and techniques to clients' needs, goals, and values.
- 4.5.3 Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics

Course Policies

Grading: Grade Scale and Philosophy

A 96.6-100

A-	93.6-96.5
B+	90.6-93.5
B	87.6-90.5
C	85.6-87.5
C+	83.6-85.5
C	81.6-83.5
C-	79.6-81.5
D	70.6-79.5
F	Below 70.6

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

- Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
- Grades of A- are granted for work which demonstrates
 - basic mastery of the body of knowledge, and
 - independent thought about the subject matter.
- Grades of A are granted for work which demonstrates
 - mastery of the required body of knowledge,
 - independent thought about the subject matter, and
 - creative/integrative use of the material, exceptional writing which integrates the material into a student=s own system of thought, and/or exceptionally well done or articulate research.

Attendance

Learning is a complex activity that requires conceptual and experiential participation by those who wish to learn. Student attendance and participation is fundamental to the way the learning environment is structured for this course. Attendance and participation is required to earn a passing grade. While circumstances may require an adult learner to miss class occasionally, absence from more than 10% of the classroom experience will affect student learning and (consequently) the student's grade. Extreme circumstances, such as health problems, family concerns, etc. must be discussed with the professor **prior** to multiple missed classes. Students unable to attend class regularly are advised to drop the class prior to the registrar's WP deadline, or receive a failing grade.

Form for Writing Assignments

- All papers submitted for grades must be written in APA approved style and be double-spaced.
- All papers are to be submitted electronically to ltownsend@lpts.edu as an e-mail attachment
- All sources used in writing assignments must be cited appropriately and according to APA style. **Failure to cite sources is plagiarism. You must give credit for quotes and ideas used in your writing. Papers submitted for grades that demonstrate plagiarism will receive a failing grade, and students will be subject to the seminary policy regarding plagiarism.**

Late assignments

Late assignments will lose ½ grade point per day without prior arrangement with professor. Papers are due by midnight (e-mail) on the assigned day.

Plagiarism

Plagiarism will result in class failure and referral to the Dean of the Seminary for disciplinary action. All use of another's material **must** be documented and appropriately cited.

Incompletes

Incompletes will be granted only for serious personal or family illness or crises and must be negotiated prior to the last day of classes.

Inclusive language is a seminary policy

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive.

Since all learning is inherently ethical and political, and theological discourse has been traditionally patriarchal and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.