

Introduction to Pastoral Counseling
PC 105-3, Fall 2014
T, Th 3:00-4:20
Schlegel Hall 121 (rev. 9-31-14)

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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. The course attends to parish counseling and counseling by marriage and family therapist specialists.

Objectives

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
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	SLO 6: Able to employ a theologically coherent, ethically responsible, and culturally sensitive spiritual integrative framework for the professional practice of MFT ...	-Class Participation (assessed by grade given)
Identify a personal position for relating theology and behavioral sciences	SLO 6: Able to employ a theologically coherent, ethically responsible, and culturally sensitive spiritual integrative framework for the professional practice of MFT ... MFTC: 1.2.1-Recognize contextual and systemic dynamics... 4.5.1-Respect multiple perspectives...	-Short Essays (Assessed by grade given) -Personal/Theological Essay (Rubric)
Develop a beginning understanding of empathy, therapeutic relationships, and pastoral presence and how to employ these in counseling practice.	SLO 1: Able to conduct multicultural, evidence-based MF from intake to termination... MFTC: 4.3.2-Deliver interventions ...sensitive to needs of clients... 4.3.5,-Engage each family member in treatment as appropriate...	-Personal Theological Essay (Rubric)
Demonstrate beginning ability to use fundamental counseling skills of joining, assessing, treatment planning, and carrying out a course of treatment.	SLO 1: Able to conduct multicultural, evidence-based MF from intake to termination... MFTC: 1.1.1-Understand systems concepts, theories and techniques... 1.3.1-Gather and review intake information.. 1.4.1-Evaluate case for appropriateness... 2.1.4-Comprehend...assessment...appropriate to presenting problem... 2.2.3-Develop hypotheses regarding relationship patterns 2.3.3- Apply effective ...interviewing... 2.3.8-Identify client strengths, resiliencies... 2.3.9-Elucidate presenting problem... 3.2.1-Integrate client feedback with goals... 3.3.2-Prioritize treatment goals 3.4.3-Evaluate level of risk... 3.4.5-Monitor personal reactions... 3.5.3-Write plans and case documents... 4.4.2-Evaluate ability to deliver interventions... 4.4.4-Evaluate client reactions to intervention 4.5.1-Respect multiple perspectives	-Case Study (Rubric)

Demonstrate a beginning understanding of how spirituality, religious faith, and resources of communities of faith can be integrated ethically and appropriately into counseling practice.	SLO 6: Able to employ a theologically coherent, ethically responsible, and culturally sensitive spiritual integrative framework for the professional practice of MFT... MFTC: 1.2.1- Recognize contextual and systemic dynamics... 4.5.1- Respect multiple perspectives... 2.3.8-Identify clients' strengths, resilience and resources. 4.3.2-Deliver interventions that are sensitive to special needs of clients.	-Case Study (Rubric) -Short Essays (Assessed by grade given)
Be able to describe a beginning framework for theological and ethical reflection on their work in counseling	SLO 6: Able to employ a theologically coherent, ethically responsible, and culturally sensitive spiritual integrative framework for the professional practice of MFT... MFTC: 1.2.1- Recognize contextual and systemic dynamics.	-Short Essays (Rubric) -Personal/Theological Essay (Rubric) -Case Study (Rubric)

SEMINARY POLICIES

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for more information, see:

<http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias>

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:
American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.
The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

ADDITIONAL CLASS POLICIES:

Electronic devices in class

Electronic devices, including telephones, are not to be used during class sessions without professor's permission. Computers may be used for note taking or other tasks directly related attending to class material. **It is inappropriate to text, update your Facebook page, surf the net, playing video games or twitter your experiences while in class.** This is distracting to other students undermines learning. Students in practicum should not make or accept calls from clients during class. Consult your supervisor if necessary. Students who disregard this policy will be asked to leave class.

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 in practicum: Absence from class because you have a session scheduled for all or part of a class session is not an excused absence. These instances will be referred to the student's supervisor for follow-up.** Students unable to attend class regularly are advised to drop the class prior to the registrar's WP deadline, or receive a failing grade.

Late assignments

Late assignments will lose ½ grade point per day without prior arrangement with professor. Papers are due in hard-copy in class on the assigned day.

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

Grading Scale (Grading rubrics will be posted on CAMS)

A	96.6-100
A-	93.6-96.5
B+	90.6-93.5

B	87.6-90.5
B-	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.

Primary texts (entire text to be read; on library reserve)

Killen, Patricia O'Connell and John DeBeer. *The Art of Theological Reflection*. New York: Crossroad, 1994.

Pargament, Kenneth I. *Spiritually Integrated Psychotherapy*. NY: Guilford Press, 2007

Townsend, Loren. *Suicide: Pastoral Responses*. Nashville: Abingdon Press, 2006

Townsend, Loren. *Introduction to Pastoral Counseling*. Nashville: Abingdon Press, 2009

Wimberly, Edward P. *Using Scripture in Pastoral Counseling*. Nashville: Abingdon Press, 1994

The following readings are posted on CAMS (see course schedule for assignment dates)

Bohler, Carolyn J. "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 (Summer 1997): 23-42.

Bonhoeffer, Dietrich. "The Ministry of Listening." In *A Testament to Freedom: The Essential Writings of Dietrich Bonhoeffer*, edited by Geoffrey B. Kelly and F. Burton Nelson, 355-356. San Francisco: HarperSanFrancisco, 1990.

Cook, Carol J. "Empathy: A Bridge between Worlds, A Landscape of Care," *Family Ministry* 20, no.1 (Spring 2006): 29-38.

Delozier Jr., O.L. "Consultation." In *Dictionary of Pastoral Care and Counseling*, edited by Rodney J. Hunter, 223-224. Nashville: Abingdon Press, 2005.

Dreyer, Elizabeth, A. and Mark S. Burrows, eds. "Preface." In *Minding the Spirit: The Study of Christian Spirituality*, xi-xv. Baltimore & London: The Johns Hopkins University Press, 2005.

Gerkin, C.V. "Interpretation and Hermeneutics, Pastoral." In *The Concise Dictionary of Pastoral Care & Counseling*, edited by Glenn H. Asquith, Jr., 238-241. Nashville: Abingdon, 2010.

Graham, Alice M. "Race and Ethnicity in the Formation of Pastoral Counselors." In *The Formation of Pastoral Counselors: Challenges and Opportunities*, edited by Duane R. Bidwell and Joretta L. Marshall, 87-98. Binghamton, NY: Haworth Press, 2006.

- Holifield, E.B. "Pastoral Care Movement." In *Dictionary of Pastoral Care and Counseling*, edited by Rodney J. Hunter, 845-849. Nashville: Abingdon Press, 2005.
- Lartey, Emmanuel Y. "Pastoral Counselling in Multi-Cultural Contexts." In *International Perspectives on Pastoral Counseling*, edited by James Reaves Farris, 317-329. Binghamton, NY: Haworth Press, 2002.
- Lee, K. Samuel. "Becoming Multicultural Dancers: The Pastoral Practitioner in a Multicultural Society." *The Journal of Pastoral Care* 55, no. 4 (Winter 2001): 389-395.
- Liebert, Elizabeth. "Images and Assumptions about Spiritual Direction." In *Changing Life Patterns: Adult Development in Spiritual Direction*, expanded edition, 7-21. St. Louis: Chalice Press, 2000.
- Marshall, Joretta L. "Gender Identity, Sexual Orientation, and Pastoral Formation." In *The Formation of Pastoral Counselors: Challenges and Opportunities*, edited by Duane R. Bidwell and Joretta L. Marshall, 113-124. Binghamton, NY: Haworth Press, 2006.
- Miller, Willa. "Thus I Have Listened: A Reflection on Listening as Spiritual Care." In *The Arts of Contemplative Care*, edited by Cheryl A. Giles and Willa B. Miller, 281-299. Boston: Wisdom Publications, 2012.
- Neuger, Christie Cozad. "Power and Difference in Pastoral Theology." In *Pastoral Care and Counseling: Redefining the Paradigms*, edited by Nancy J. Ramsay, 65-85. Nashville: Abingdon, 2004.
- Neuger, Christie Cozad. "Pastoral Counseling as an Art of Personal Political Activism." In *The Arts of Ministry: Feminist and Womanist Approaches*, edited by Christie Cozad Neuger, 88-117. Louisville: John Knox Press, 1996.
- Oglesby Jr., W. B. "Referral." In *Dictionary of Pastoral Care and Counseling*, edited by Rodney J. Hunter, 1048-1050. Nashville: Abingdon Press, 2005.
- Patton, John. "Pastoral Counseling." In *Dictionary of Pastoral Care and Counseling*, edited by Rodney J. Hunter, 849-854. Nashville: Abingdon Press, 2005.
- Patton, John. "Supervision." In *Dictionary of Pastoral Care and Counseling*, edited by Rodney J. Hunter, 1239-1243. Nashville: Abingdon Press, 2005.
- Schlauch, Chris R. "The Pastoral Clinical Attitude." In *Faithful Companionship: How Pastoral Counseling Heals*, 76-103; 170-178. Minneapolis: Fortress Press, 1995.
- Schneiders, Sandra M., I.H.M. "The Study of Christian Spirituality: Contours and Dynamics of a Discipline." In *Minding the Spirit: The Study of Christian Spirituality*, edited by Elizabeth A. Dreyer & Mark S. Burrows, 5-24. Baltimore & London: The Johns Hopkins University Press, 2005.
- Volf, Miroslav. "Reading the Bible Theologically." In *Captive to the Word of God: Engaging the Scriptures for Contemporary Theological Reflection*, 3-40. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2010.