



Associated Canadian Theological Schools of Trinity Western University

PTH 605: Pastoral Counselling

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Fall 2013 (3 semester hours)

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Class time: Tuesday Evenings (6:00 pm to 9:00 pm)

Course Dates: September 10 to December 3, 2013

Prepare-Enrich Training: Friday, 27 September, 12:30 pm - 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: Student fee: \$145.60. Spouses get reduced rate. Please fill in the form attached to the syllabus and fax or mail with payment *directly to Enrich Canada*. Note: This is a substantial discount from the normal rate for the training.

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. Distributed on day of training.

Miller, W. R. & Jackson, K.A. Practical Psychology for Pastors. 2nd Edition. Wipf & Stock. (reprint 2010). A comprehensive reference tool for pastors.

Richardson, Ron. Family Ties that Bind: A self-help guide to change through family of origin therapy. 4th edition, 2011. 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.

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 are invited to attend, and still must carry out the assignment to demonstrate competence in inventory interpretation.*

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. This journal will also be discussed in class. 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 10.

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, 5 & 7. 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 8 **10 points**

Students will:

- a. Register directly with Enrich Canada (use registration form attached to syllabus to avail of the student discount) and attend the training. Note: Students who already have taken the training recently do not need to attend and can proceed with the assignment.
- 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 11 **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.*

7. ACTS MinistryLift Conference, Oct. 4 at Fosmark. Paper due Oct.15 **5 points**

Attend the MinistryLift Conference www.MinistryLift.ca/conference and write a 3-5 page reflection on what learning occurred. *Students who are unable to attend the symposium may read Nancy Nason-Clark's 1997 book The battered wife: How Christians confront family violence or another book on domestic violence and the Church, and write a five page book review.* Due Oct. 15.

TENTATIVE CLASS SCHEDULE

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

Class	Topics to be covered	PreReadings	Assignments Due
1 Sept. 10	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 Sept. 17	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 Sept. 24	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
Sept. 27 Friday	Prepare-Enrich Inventory Training See syllabus for registration directions		Time: 12:30 to 5 pm
4 Oct. 1	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	
Oct. 4 Friday	MinistryLift Conference Fosmark –Register on ACTS website		8:30am-5pm
5 Oct. 8	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	Case Study 2
6 Oct. 15	Triangles in relationships Depression, Grieving & Loss Premarital Counselling Resources Listening Skills VI: Final Practice	FTB: 6 EHC: 9 M&J: 12	
Oct.21-25	<i>Week of Fall Reading Break – No Class</i>		

7 Oct. 29	Birth Order Effects Breaking the Power of the Past	FTB: 7 EHC: 6	Case Study 3
8 Nov. 5	Setting Boundaries; Stress & Anxiety Disorders Burnout & Pastoral Self Care planning	EHC: 8 M&J: 14, 21	Prepare-Enrich Inventory Report
9 Nov. 12	Permitting Brokenness & Vulnerability in Church Hospice Care, Hospital Visitation & death notice	EHC: 7 M&J: 16	Both Journals due
Nov. 19	No Class-Dr. Auxier at ETS in Baltimore		
10 Nov. 26	Major Mental Disorders: Personality Disorders Pornography Addiction Genogram sharing	M&J: 17	Genogram due
11 Dec. 3	Genogram sharing Substance Abuse Course Evaluation	M&J: 17	Ministry Resources Notebook due
Dec 11	Premarital Project Due---No Exam		Premarital Project due
Tentative Guest Lectures	<i>Prayer Counseling</i> <i>Domestic Violence Intervention</i> <i>Ministry to the Sexually Broken</i> <i>Hospice, Hospital visitation & death notification</i> <i>Reporting Child abuse guidelines</i> <i>Ministry and disability in the Church</i> <i>Understanding the crisis of infertility for couples</i>		

EVALUATION:

Family Ties that Bind Journal and Genogram.....	10
Emotionally Healthy Church Journal.....	10
Case study 1.....	10
Case study 2	10
MinistryLift Conference and paper.....	5
Case study 3	10
Prepare-Enrich training and couples report.....	10
Pastoral Counselling Resource Notebook	15
Final Premarital Counselling Project	20
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?
9. **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 or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second

announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

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, 6th 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!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

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/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Dean's office. 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: <http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

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://acts.twu.ca/library/plagiarism.ppt>
<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)
http://acts.twu.ca/library/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.



CUSTOMIZED VERSION SEMINAR

Students of PTH 605: Pastoral Counselling (Graduate Credit)

ACTS Seminaries of Trinity Western University

Includes: Resource Kit with DVD's, CD

Seminar Date: Friday, 27 September, 2013

Time: 12.30 pm to 5 pm

Location: Room 130-131, Fosmark Centre, Trinity Western University

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(Last) (First) (Title Preferred)

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PLACE OF EMPLOYMENT (Church or Agency) _____

RELIGIOUS AFFILIATION (Clergy) _____ SIZE OF CONGREGATION _____

EDUCATION ATTAINMENT _____ DEGREE SPECIALIZATION _____

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APPROX # OF COUPLES SEEN PER YEAR _____ YEARS WORKING WITH COUPLES _____

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08/13