



## **CC 501 INTRODUCTION TO COUNSELING**

Fall Semester 2009

Instructor: Geri Fitch MA, MEd, R.Psych, Clinical Member AAMFT

Class Times: Wednesdays 2:30 pm - 5:15 pm

Class Location: Room L2100

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### **COURSE OBJECTIVES**

The course is an introduction to counseling theory and skills with particular emphasis on pastoral counseling. This includes an introduction to current and traditional therapy approaches and how they can be integrated into pastoral settings. A major focus is on skill development and understanding the roles, ethics and self care inherent in effective pastoral counseling

### **LEARNING OUTCOMES**

With the successful completion of this course, you will be able to:

1. Summarize your own journey and growth as you explore the theory and practice of counseling, Christian experience, and ministry demands and opportunities.  
*Formation Component: your own spiritual formation will be enhanced by increased self awareness and personal growth as you reflect on, discuss and apply the theories in your skill building teams and in your present and potential ministries*

Articulate and support your position on the place of psychology and of theology in pastoral counseling, emphasizing the critical role of hope and grace in the care of people.

2. Describe and understand the stages of the helping process and practice the skills necessary at each stage.
3. Demonstrate personal skill development of the basic counseling skills in discussion, in small group practice, and in videotaped counseling sessions.  
*Ministry Practice/Formational Component: your understanding and practice of counseling skills will enhance your ministry effectiveness and will be evidenced both in your team work and in your written reflections.*
4. List the key concepts and critique the strengths and weaknesses of several mainstream schools/approaches of counseling for a pastoral setting.

5. Understand and integrate the major issues that impact cross-cultural counseling.

## TEXTBOOKS

Kornfeld, Margaret (2000). **Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities**. Continuum:NY [K]

Nelson-Jones, Richard (2004). **Introduction to Counseling Skills: Texts and Activities**. 2<sup>nd</sup> Ed. Sage:CA [NJ]

	<b>Topics &amp; Required Readings</b>	<b>Due Date</b>
Sept 9	Orientation and syllabus review	
Sept 16	Listening/ [K] Chapter 1- 3 [NJ] Chapter 1, 2, 23	
Sept 23	Ethics [K] appendix B [NJ] Chapter 3-5 [NJ] chapter 26	<b>Journal # 1 due</b>
Sept 30	no class	
October 7	Relating stage/hope [K] Chapter 4; appendix D [NJ] Chapter 6-9, 23	
October 14	Self Care/diversity issues [K] Chapter10 [NJ] Chapter 25	
October 21	Referrals/assessment [K] Chapter 5 [K] Appendix B [NJ] Chapter 10-13	<b>Journal #2 due</b>
October 28	Understanding stage/Beginnings [NJ] chapter 14-15 [K] chapter7; appendix C	
November 4	Solution Focused approach/changing stage [K] Chapter 6 [K] pg 316 [NJ] Chapters 16-18, 20, 21	
November 11	<b>No Class- Remembrance day</b>	

November 18	Loss/Endings/Narratives [K] Chapter 8 [NJ] Chapter 22	<b>On Being A Counselor due</b>
November 25	Crisis intervention and main counseling issues [K] Chapter 9; appendix E [NJ] Chapter 24	<b>Journal#3 due</b>
December 2	Cognitive-Behavioural approach Depression/Anxiety [NJ] chapter 19	<b>video tape due</b>
December 9	Family Systems therapy [K] Appendix D	
<b>December 11</b>		<b>Pastoral Care Case due</b>

## REQUIREMENTS

### 1. Skills Development Exercises: Triad Participation & Practice of Counseling Skills

Each student must participate in classroom groups, take part in role-plays, be willing to counsel others in their role-play, participate in reflecting teams and receive constructive feedback from peers and course instructor with regard to counseling technique and skills displayed in class.

Each student will get a chance to work in triads with two other students. In the triads each student will take a turn in playing the role of a Counselor, Counselee, and Observer using in class exercises. As well students will be asked to participate in role plays with the course instructor as counselee and in reflecting teams.

**Video Case Assignment.** Over the course of the semester, each student will pair up with another student and conduct one **video-taped role-play counseling session** (50 minutes in length) based on approved case study options. For each video-taped role-play, both students will give written feedback concerning their use and application of basic counseling skills and counseling theory. Students will be randomly asked to present their video in class.

### 2. Journal Assignments

Three journal assignments will be completed and submitted throughout the semester reflecting on specific questions related to readings and class skill development

### 3. Write a ~10 page paper on the theme “On Being a Pastoral Counselor” culled from interview, research, and personal reflection-analysis. This is a two-stage process:

**Stage I:** Interview a “minister-pastor” who is involved in some type of defined/specific pastoral counseling relevant to questions issues listed below (You may design/include some of your own as well). Ensure the interviewee is offered a copy of your paper when it is complete and is assured of the confidentiality of his/her responses. Discuss whether a pseudo interview name is appropriate or requested and give option to the pastor/counselor to have a copy of your questions before the interview to ensure adequate time to prepare/reflect on answers.

- a. What do you see as your/the role of the pastoral counselor in your particular ministry setting?
- b. How does he/she understand what it means to be a pastoral counselor and how is this role the same/different from a professional counselor?
- c. How does this understanding shape /define his/her encounters with those needing counsel?
- d. What are your specific strengths and weaknesses in performing the task of pastoral counseling?
- e. What skills do you wish you knew/had when you began pastoral counseling and what did you need to learn on the job (trial and error or mentoring)
- f. What does he/she do (formally or informally) to prepare him/herself for the task of counseling? Prescreening clients, setting, self care, boundaries, prayer, supervision, etc.
- g. What are some of the challenges he/she has faced in providing pastoral counseling and ways he/she has dealt with them? ie. dual relationships, referrals, supervision, cross-cultural, counseling issues, physical setting, confidentiality, multi level presenting problems, termination, boundaries, burnout, institutional press, role expectations (both internally and from client(s))
- h. What self care boundaries and strategies seem evident/lacking in the counselor interviewed?
- i. What ethical dilemmas does/has this counselor experience(d) in his/her work?

**Stage II** Analyze these responses, along with your own personal evaluations/reflections on the questions in light of what you are learning in class and what you will or will not potentially integrate into your personal counseling style and role. Citations from class lectures, interview and course readings must be distributed evenly throughout the paper. Include a bibliography.

4. Write (7-10 pages) and present a “**Pastoral Care Case.**”

Briefly, pastoral care case is an account of your actual or potential experience providing care and counseling to someone in the church or related ministry setting using the following format:

**(1) Title:** the main presenting theme of the case (e.g. Bereavement, crisis counseling, marital affair)

**(2) Two-Part Introduction:**

**Part One:** introduce yourself as the author of the case (including such information as age, sex, race, marital status, position in the church—as a member,

pastor, lay leader etc.—or any other important information that will be helpful for the reader to know about you regarding the case.

**Part Two:** provide an overview of what you and the client(s) perceive to be the main presenting issues of the case.

**(3) Congregational Setting:** social descriptors (name of the church or organization, size, age distribution, racial and ethnic make up etc.), theological orientation of the church/organization, and a discussion of how congregation members might relate to the main theme-issue of the pastoral case.

**(4) The Characters:** identify basic information about the person(s) who is participating in the pastoral care. How is this person(s) related to the church or counseling setting? What do you know about the present relationships of the person(s) (and FOO) and their participation in the church? As the case writer, what is the nature of your relationship with the participant(s)?

**(5) Case management:** Explain the potential or actual counseling provided, including referral to you, assessment, past experience of professional or pastoral counseling, number of sessions, client(s) issues, goal(s), homework, feedback, outcome. Include your interpretation and evaluation of the case counseling process. What counseling theory(ies) discussed in class did you use if any. Give examples of 3 basic counseling skills used in client dialogue. Identify two issues ethical/ theological or other you need feedback on or help with? How might you handle the case differently? What resources would you need to better care for the counselee(s)?

**(6) Theological Reflection:** Reflect on the role of this pastoral counseling in the overall ministry of the church or related organization.

## GRADING

Attendance & Class Participation	10%
Journals	15%
Counseling Skills and video presentation	25%
On Being a Counselor Essay	25%
Pastoral Care Case	<u>25%</u>
	100%

### Please Note:

- Assignments may be submitted online or handed in at the beginning of the class the day they are due or to the Receptionist on 6<sup>th</sup> floor prior to the due date. Assignments not submitted on the due date will be penalized by the loss of 10% for each school day they are late and to a maximum of 3 school days unless an extension has been pre approved.
- Last day to enter course without permission and to withdraw from course and receive tuition refund: September 25
- Last day to withdraw from the course or change to audit without academic penalty: **November ?**