



CC 501 INTRODUCTION TO COUNSELLING (3)

Fall Semester 2013

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

Class Times: Tuesdays 8:15 am - 11:00 am Class Location: Room L2100

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COURSE OBJECTIVES

An introduction to counselling theory and skills with particular emphasis on pastoral counselling. This includes an introduction to theological psychological foundations and to issues of integration. A major focus is on skill development. Secular and Christian approaches will be presented and critiqued with a view to implications for Christian counselling. Application will be made to problem management, opportunity development, and spiritual mentoring.

Current and traditional therapy approaches and how they can be integrated into pastoral settings as well as understanding the roles, ethics and self care inherent in effective pastoral counselling will be emphasized.

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 counselling, 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 counselling, 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 counselling skills in discussion, in small group practice, and in videotaped counselling sessions.

Ministry Practice/Formational Component: your understanding and practice of counselling 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 counselling for a pastoral setting.
5. Understand and integrate the major issues that impact cross-cultural counselling.

TEXTBOOKS

Kornfeld, Margaret (2008). **Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities**. Continuum:NY [K]

Nelson-Jones, Richard (2009). **Introduction to Counseling Skills: Texts and Activities**. 3rd or 4th Ed. Sage:CA [NJ]

	Topics & Required Readings	Due Date
Sept 10	Orientation and syllabus review	
Sept 17	Listening/ [K] Chapter 1- 3 [NJ] Chapter 1, 2, 23	
Sept 24	Ethics [K] appendix B [NJ] Chapter 3-5 [NJ] chapter 26	Journal # 1 due
October 1	Relating stage/hope [K] Chapter 4; appendix D [NJ] Chapter 6-9, 23	
October 8	Self Care/diversity issues [K] Chapter 25 [NJ] Chapter 25	
October 15	no class	
October 22	Referrals/assessment [K] Chapter 5 [K] Appendix B [NJ] Chapter 10-13	Journal #2 due
October 29	Understanding stage/Beginnings [NJ] Chapter 14-15 [K] Chapter 7; appendix C	
November 5	Solution Focused approach/changing stage	

	[K] Chapter 6 [K] pg 316 [NJ] Chapters 16-18, 20, 21	
November 12	Loss/Endings/changing stage cont'd [K] Chapter 8 [NJ] Chapter 22	On Being A Counselor due
November 19	Crisis intervention [K] Chapter 9 pages 230-235 appendix E [NJ] Chapter 24	Journal#3 due
November 26	Main Counselling issues [K] Chapter 9 pages 236- 275	
December 3	Cognitive-Behavioural approach Depression/Anxiety [NJ] Chapter 19	video tape due
December 6		Pastoral Care Case due

REQUIREMENTS

1. Skills Development Exercises: Diad/Triad Participation & Practice of Counselling 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 counselling 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 counselling 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 counselling skills and counselling theory.

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 **7~10 page paper** (double spaced) on the theme “**On Being a Pastoral Counsellor**” culled from interview, research, and personal reflection-analysis. Include an introduction and conclusion paragraph or statement as part of your paper. This is a two-stage process:

Stage I: Interview a “minister-pastor” who is involved in some type of defined/specific pastoral counselling relevant to questions issues listed below (You may design/include some of your own as well).

Include their specific role and background (experience and education) and length of time in this role. 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/counsellor to have a copy of your questions **before** the interview to ensure adequate time to prepare/reflect on answers. Summarize or quote pastor responses to each question which you will then refer to when you critique, reflect or evaluate them in your analysis (stage II)

- a. What do you see as your/the role of the pastoral counsellor in your particular ministry setting?
- b. How does he/she understand what it means to be a pastoral counsellor and how is this role the same/different from a professional counsellor?
- 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 counselling?
- e. What skills do you wish you knew/had when you began pastoral counselling 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 counselling? Prescreening clients, setting, self care, boundaries, prayer, supervision, etc.
- g. What are some of the challenges he/she has faced in providing pastoral counselling and ways he/she has dealt with them? eg. dual relationships, referrals, supervision, cross-cultural, counselling 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 counsellor interviewed?
- i. What ethical dilemmas does/has this counsellor experience(d) in his/her work?

Stage II Analyze these responses, along with your own personal evaluations/reflections on the questions/answers in light of what you are learning in class and what you will or will not potentially integrate into your personal counselling style and role. Proper pastor quote formatting and 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 counselling 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 counselling, 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 makeup 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. (no name or use pseudo name) How is this person(s) related to the church or counselling setting? What do you know about the present relationships of the person(s) (and FOO) and their participation in the church? (Genogram could be resource use if appropriate.) As the case writer, what is the nature of your relationship with the participant(s)?

(5) Case management: Explain the potential or actual counselling provided, including referral to you, assessment, past experience of professional or pastoral counselling, number of sessions, client(s) issues, goal(s), homework, feedback, outcome. Include your interpretation and evaluation of the case counselling process. What counselling theory(ies) discussed in class did you use if any. Give examples of 3 basic counselling 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 counsellee(s)?

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

GRADING

Attendance & Class Participation	10%
Journals	15%
Counselling Skills and video presentation	25%
On Being a Counsellor 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 the main floor prior to the due date. Assignments not submitted according to the above time due date guidelines 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.