

## CC 501

# Introduction to Counselling

Number of credits: 3

Semester: Fall, 2014  
Days: Tuesdays 1:00 pm - 3:45 pm  
Room: A2131

Instructor: Geri Fitch MA, MEd,  
R. Psych,  
Clinical Fellow AAMFT  
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Daily use email: gerifitch@shaw.ca  
Office hours: By appointment

### Course Description:

An introduction to counselling theory and skills with an emphasis on pastoral counselling settings. A major focus is on skill development. An integration of secular and Christian approaches will be presented and critiqued with a view to implications for Christian counselling. Application will be made to specific individual and family counselling issues encountered in Christian community. Appropriate community and mental health referral processes and resources will be explored.

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 counseling will be reviewed. As well, understanding the roles, ethics, cultural differences and counselling self care inherent in effective pastoral counselling and care will be emphasized.

### Expected 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

### Important Dates:

First day of classes: September 3, 2014  
Registration revision period: September 14, 2014  
Last day to request revised examination: October 27, 2014  
No class Remembrance Day: November 11, 2014  
Last day to withdraw from course: November 12, 2014  
Last day to apply for time extension for coursework: November 24, 2014  
Last day of classes: December 9, 2014

**Final Exam: no final exam**

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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.*

2. 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.
3. Describe and understand the stages of the helping process and practice the skills necessary at each stage.

4. 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.*

5. List the key concepts and critique the strengths and weaknesses of several mainstream school/approaches of counselling which can be used in a pastoral setting.
6. Understand and integrate issues that impact cross-cultural counselling.

## **Outline:**

	<b>Topics &amp; Required Readings</b>	<b>Due Date</b>
September 9	Orientation and syllabus review	
September 16	Listening/ [K] Chapter 1- 3 [NJ] Chapter 1, 2, 23	
September 23	Ethics [K] appendix B [NJ] Chapter 3-5 [NJ] chapter 26	<b>Journal # 1 due</b>
September 30	no class	
October 7	Relating stage/hope [K] Chapter 4; appendix D [NJ] Chapter 6-9, 23	

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October 14	Self Care/diversity issues [K] Chapter 10 [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] Chapter 7; appendix C	
November 4	Solution Focused approach/stages of change [K] Chapter 6 [K] pg 316 [NJ] Chapters 16-18, 20, 21	
November 11	no class	
November 18	Loss/Endings/changing stage cont'd [K] Chapter 8 [NJ] Chapter 22	<b>On Being A Counsellor due</b>
November 25	Crisis /loss/ endings [K] Chapter 8, and 9 pages 230-235 appendix E [NJ] Chapter 22 and 24	<b>Journal #3 due</b>
December 2	Main Counselling issues [K] Chapter 9 pages 236- 275	
December 9	Cognitive-Behavioural approach Depression/Anxiety [NJ] Chapter 19	<b>Video tape due</b>
December 12		<b>Pastoral Care Case due</b>

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## 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 diads and triads with other students. In these groups each student will take a turn in playing the role of a Counsellor, Counsellee, and Observer using in class exercises. As well students will be asked to participate in role plays with the course instructor as counsellee 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)?
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- f. What does he/she do (formally or informally) to prepare him/herself for the task of counselling?  
e.g. 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? e.g. 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, the 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

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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.

### **Submission of Assignments:**

Journal assignments to be submitted as paper copy in class.

"On Being a Counsellor" and Case study assignments may be submitted as paper copy in class or on moodle

Final video assignment must be submitted to Geri Fitch at the last class or to Shelley Sylvester at the graduate school office by 4 pm Friday December 12, 2014

Late assignments or requirements for special consideration on deadlines must be discussed with the professor **prior** to assignment deadlines.

### **Attendance:**

This is a skills development class based on participation in groups. Attendance is mandatory and attendance and class participation is worth 10% of the final grade.

### **Evaluation:**

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%

### **Grade Summary:**

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>My class percentages</u>
A+		95-100
A	Excellent	86-94
A-		80-85
B+		77-79
B	Good	73-76
B-		70-72
C+		67-69
C	Satisfactory	63-66
C-		60-62
D+		55-59
D	Minimal Pass	50-54
F	Failure	49 and below

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Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

**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.

### **Textbooks:**

Kornfeld, Margaret (2001) **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.** 4th Ed. Sage:CA [NJ]

### **Policies:**

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### **Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply

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with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “**Course Extension**” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control”.

### **Appeal of Grade**

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.