

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
Days:	Monday	Instructor:	Rachel du Plessix, Registered Provisional Psychologist, MA, BSc Laura Vander Velden, ThD (ABD), MA, BRE	Last day to add/drop, or change to audit:	Sun, Sept. 18, 2016
Time:	9:45-12:30	Email:	Rachel.duPlessix@ambrose.edu Laura.VanderVelden@ambrose.edu	Last day to request revised exam:	Mon, Oct 24, 2016
Room:	A2141	Phone:	N/A	Last day to withdraw from course:	Mon, Nov 14, 2016
Lab/Tut	N/A	Office:	N/A	Last day to apply for time extension for coursework:	Mon, Nov 21, 2016
Final Exam		Office Hrs:	Monday 12:30-1:30 (1 hour following class) or by appointment	Last day of classes:	Mon, Dec 12, 2016
No Final Exam					

Textbook:

Thomas, J. C. and Sosin, L. (2011). *Therapeutic expedition: Equipping the Christian Counselor for the Journey*. Nashville, TN: B&H Publishing Group.

van Deusen Hunsinger, D. (2015). *Bearing the Unbearable: Trauma, Gospel and Pastoral Care*. Grand Rapids, MI: Eerdmans.

Various additional readings as per the course schedule below. Any readings in the course schedule which are not in the main textbooks will be posted as documents on Moodle.

Course Description:

An introduction to counselling theory and skills with emphasis on pastoral care and counselling settings and 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 as well as exploring appropriate referral processes and resources. Current and traditional therapy approaches and how they can be integrated into pastoral settings will be reviewed. As well, understanding the roles, ethics, cultural differences and counsellor 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. Critically assess and articulate your own journey and growth as you explore the theory and practice of counselling, Christian helping ministries, and your role as a minister of the Gospel.
2. Summarize your developing philosophy of integration between theology and psychology, particularly as you it pertains to the context of your present or potential ministry context (pastoral work, chaplaincy, etc.).
3. Understand the stages of the helping process and demonstrate an increasing level of competency in using basic helping skills at each stage.
4. Display a working knowledge of several mainstream approaches to counselling in a pastoral setting, as well as major issues in counselling (cross cultural issues, ethics, crisis and trauma, grief, depression and anxiety, etc.).

Course Schedule:

DATE:	TOPICS:	READINGS AND ASSIGNMENTS DUE:
September 12	Orientation and Syllabus Review Introduction to the Helping Process	<i>Moon and Benner</i> (ch.1,12) <i>Thomas and Sosin</i> (ch. 2)
September 19	Worldview and Theological Integration in Counseling The Person of the Counselor	<i>Thomas and Sosin</i> (ch. 1,4)
September 26	Stage 1: Exploration Intake and Assessment	<i>Thomas and Sosin</i> (ch. 5,7,9,10)
October 3	Stage 2: Insight Spiritual Interventions	<i>Thomas and Sosin</i> , (ch. 6, 11,14)
October 10	Thanksgiving (no class)	
October 17	Psychopathology Basics Anxiety and Depression	<i>Dozois and Firestone</i> (ch. 2, 3)
October 24	Stage 3: Action Termination and Referrals	<i>Thomas and Sosin</i> , (ch. 8,12,13)
October 31	Ethical Issues and Standards Self Care and Boundaries	<i>Olsen and Devor</i> (ch. 1) <i>Thomas and Sosin</i> , (ch. 3, 15); <i>Codes of Ethics</i> (Moodle)
November 7	Seminary Module Week (no class)	
November 14	Common Issues in Counseling Pastoral Panel Discussion	Video Assignment Due
November 21	Theories of Helping: Cognitive Behavioural Theory Solution Focused Theory Emotion Focused Theory	<i>Readings TBD</i>

November 28	Grief, Loss and Transition in Counseling Lament	Readings TBD
December 5	Crisis and Trauma Counseling Seminar: <i>Bearing the Unbearable</i>	van Deusen Hunsinger (all) Case Conceptualization Paper Due
December 12	Cultural Considerations in Counseling Review/Special Issues	Readings TBD Integration Paper Due

Requirements:

- Attendance & Class Participation:** This is a skills development class based on participation in groups. Attendance is therefore mandatory. Class participation includes large group interaction based on lecture material, small group interactions, and an extended seminar style discussion on van Deusen Hunsinger's text, *Bearing the Unbearable* (see Moodle for a guide on how to prepare for a seminar).
- Counseling Skills Development Exercises:** During several classes, students will be required to participate in small group (dyad/triad) role playing situations in order to develop basic helping skills. You will alternately participate as client, counselor and observer, receiving constructive feedback from peers and instructors. It is important to be present for these classes - an absence during a skills development class risks a loss of these marks.
- Videotaped Session and Review:** Students will be paired with another member of the class and will be required to videotape one 50 minute session each, to be submitted for evaluation. These will be based on pre-approved case study options. The videos may be submitted via flash drive in a legal envelope, along with a 4 page written report giving feedback and self-assessment of their own use and application of basic counseling skills and counseling theory. More details to be provided in class. **Due: November 14**
- Case Conceptualization Paper:** Based on a case study provided on Moodle, students will submit a case conceptualization paper. This must include an initial assessment of the client (including a short biography), a case conceptualization (presenting problems, etiology, and strengths) and treatment plan (goals and interventions) *according to one or more theories of helping*. Your conceptualization paper should also have a section to consider your potential or actual ministry context (i.e. if pastoral, consider the implications of your church context. If chaplaincy or professional counseling, focus on this. What are the strengths, weaknesses, risks and benefits of your context for dealing with this case?) Papers should be approximately 8 pages in length. **Due: December 5**
- Integration/Philosophy of Counseling Paper:** Based on readings, lectures, discussion, personal reflection and research (minimum 8 sources), students will submit an integrative paper which is both critical and reflective. In 10-12 pages, articulate your growing conception of what it means to be a Christian counselor in your ministry setting Issues that must be considered include:
 - A philosophy of integration between theology and psychology, including the nature of the relationship between psychological research and Christian theology, as well as your basic assumptions about human nature, psychopathology, and the healing/helping process;
 - Who is the person of the counselor and what is the counselor's role (what qualities and qualifications are essential, what are your own strengths and areas which need growth);
 - Ethical considerations for counseling in your setting (what is most important, what will be difficult);
 - Outline a strategy for developing boundaries and self-care (how will you balance service and self-care in your setting).**Due: December 12**

Evaluation:

Attendance & Class participation	10%
Counselling Skills Development Exercises	15%
Videotaped Session and Review	20%
Case Conceptualization Paper	25%
Integration/Philosophy of Counseling Paper	<u>30%</u>
	100%

Submission of Assignments:

Assignments are to be submitted on Moodle prior to class on the due date. The Videotaped Session is the exception, to be submitted in class on November 14th. Please note that most assignment due dates are near the end of the semester, but it is expected that you will be researching and preparing/beginning your papers prior to the last weeks of class. Late assignments or requests for special consideration on deadlines must be discussed with the professor at least one week **prior** to assignment deadlines, and extensions are not regularly granted. For example, if you are sick on the last days of the semester and have not budgeted your time wisely throughout the semester, extensions are not available.

Please Note:

- Papers are to be submitted with **APA Style** formatting which is the standard for written communication in counseling and psychology. For assistance, please reference the *Concise Rules for APA Style*, 6th ed. (in the library), online resources (<https://apastyle.org/learn/tutorials/index.aspx>) or the student writing center.
- 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.

Attendance:

This is a skills development class based on participation in groups. Attendance is mandatory and attendance and class participation is worth a substantial % of the final grade. General *attendance and class participation* (10%) includes large group interaction based on lecture material and assigned readings. Participation in counseling skills development exercises is also required during class (15%).

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>Percentage</u>
A+		94-99%
A	Excellent	86-93%
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%

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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 not mailed out.

Policies:

Communication

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, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may 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 or record. 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" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

Exam Scheduling

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) the student has 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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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 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 (information about an individual that may be used to identify that individual) may be required 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.

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 Registrar's Office

in writing and providing the basis for appeal 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. 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 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 acknowledge 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.

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