

PASTORAL COUNSELING

I. Catalog Description

A course designed to consider the special issues associated with the theory, practice, and administration of counseling in pastoral contexts. Students will receive training for certification in the PREPARE-ENRICH assessment, as well as the Strategic Pastoral Counseling model. 2 hours.

II. Course Objectives

Upon completion of this course, students will . . .

- A. Learn general counseling principles applicable for the local church based on the integration of theological and psychological foundations.
- B. Practice basic counseling skills for Christian counseling.
- C. Explore personal life issues that may influence counselor effectiveness.
- D. Examine a short-term structured model specifically for pastoral counseling.
- E. Examine models and methodology for counseling individuals, couples and families.
- F. Acquire expertise in specific problem areas commonly experienced by pastoral counselors.
- G. Acquire expertise in specific assessment areas for Christian counseling.

III. Course Textbooks

A. Required

Barnes, M. Craig. *The Pastor as Minor Poet*. Grand Rapids: Eerdmans, 2009.

Benner, David. *Care of Souls: Revisioning Christian Nurture and Counsel*. Grand Rapids: Baker Books, 1998.

Benner, David. *Strategic Pastoral Counseling: A Short-term Structured Model*. Grand Rapids: Baker Books, 2003.

Olson, David. *PREPARE/ENRICH Counselor's Manual*. Minneapolis: Life Innovations, 2009¹.

B. Suggested

Insight for Living. *Counseling Insights: Volume I & Volume II*².

¹ Place your order (\$80) with the instructor at the beginning of the course. Make checks payable to "DTS." Price includes one (1) time fee for certification to administer, interpret, and offer feedback for couple's assessments.

² Find the ten (10) most common problem areas occurring in church congregations on the course website. These most common problems arise from the many problem areas identified in Insight for Living's *Counseling Insights: Volumes I & II*. Select to read one (1) of the ten (10) problem areas.

Clinton, Timothy & Ohlschlager, George (Eds.), *Competent Christian Counseling: Foundations & Practice of Compassionate Soul Care*, Vol. I. Colorado Springs: Waterbrook Press, 2002.

Moon, Gary & Benner, David, (Eds.). *Spiritual Direction and the Care of Souls*. Downers Grove: InterVarsity Press, 2004.

C. Supplementary Bibliography

Benner, David & Hill, Peter (Eds.), *Baker Encyclopedia of Psychology & Counseling*, 2nd Edition. Grand Rapids: Baker Books, 1999.

Hunter, Rodney (Ed.), *Dictionary of Pastoral Care and Counseling*. Nashville: Abingdon Press, 1990.

IV. Course Requirements

A. Reading Assignments (Learning Objectives A, F, & G)

Read the assigned materials (required texts & assessment manual).

B. Video Sessions

Attend each module's video sessions. Consider these online sessions analogous to class attendance. Students earn no grade percentage or points for this assignment. However, the instructor may reduce the final grade for failure to watch the video sessions. Exceptions must be approved by the professor.

C. Interaction

Some modules will have class interaction. Read the posts and/or papers written by your classmates and discuss their work. Interaction is a vital part of the online experience. Meet your classmates, discuss the course material, and develop a sense of community.

D. Written Assignments (papers, journals, study exercises, charts, etc.)

1. Application Project (Learning Objectives C & E)

Explore the nature of change and engage in the process of changing a personal behavior that constricts their spiritual health and growth. This project will be a structured reflection on your involvement in a current change exercise that will be explained at the beginning of the course. The particular application may be in the area of your choosing. The application project should be experiential and interactional for a minimum of one (1) hour of exercise or "change lab" per week, with a total of 10 "change labs" per semester. Each weekly "change lab" may be divided into any combination of 60 minutes of individual reflection and interpersonal interaction. After engaging in this experience throughout the length of this course, write a reflection paper for yourself with the following outline:

- a. What did I gain from this structured change process?
- b. What were my barriers to change during this process?
- c. How would I improve my change process in the future?

NB³: Rather than submitting this reflection paper, read the reflection paper out loud, and then report the following two (2) items from the experience and the reflection paper on the Course Requirements Recording Form:

- a. Number of completed “change labs.”
 - b. Did you write and read your 3 point paper?
2. Personal Assessments (Learning Objectives C & G):
- Complete a self-assessment based on your understanding of the MBTI personal inventory covered in class and summarize the benefits for personal growth in a one-page written reflection paper.
3. Couple Assessment and Feedback (Learning Objectives B, E & G)
- Complete a couple assessment and feedback session with a volunteer couple using the PREPARE-ENRICH process demonstrated in class. Summarize the couple’s feed back to you regarding:
- a. The usefulness of the assessment
 - b. The implications for them as a couple
 - c. Your strength and growth areas in the process of assessing them and giving them feedback and coaching

Summarize the couple’s feedback in three (3) pages.

Identify the volunteer couple early in the semester.

NB: International students may choose to be certified by paying for the kit and shipping, or they can receive the training without certification. Students living outside of the United States may substitute the “Couple Checkup Assessment” (which does not require training or certification) for the Prepare-Enrich assignment described above. To do so, you must go to www.prepare-enrich.com and link to “Couples” then to “Learn more about the couple checkup” then to “get started.” At this point, you may pay \$29.95 (US) online by credit card to take the assessment yourself as a married, engaged or dating couple. After reviewing your own results, write a minimum of three (3) pages addressing:

- a. The overall usefulness of the assessment tool
- b. Your strength and growth areas
- c. Implications for you as a couple to facilitate personal spiritual transformation

4. PPT Presentation (Learning Objectives A, B, D & F)

Select one of the ten most common problem areas occurring in church congregations uploaded on the class website from Insight for Living’s Counseling Insights: Vol I & Vol II: addictive behavior, anger, depression,

³ **NB** = *nota bene* = Latin for *note well*

forgiveness, grief & trauma, guilt & shame, marital stress, parenting issues, sexual issues, and worry. Prepare a 20-minute PowerPoint workshop as though you were leading a professional training for pastors in the Strategic Pastoral Counseling Model applied to their particular topic. Upload your PowerPoint presentation and a written transcript for all students in your group to download for future use. The transcript should be long enough to represent a twenty (20) minute presentation. Plan an average of one (1) page per two minutes or ten (10) double-spaced pages minimum.

NB: Do not simply copy and paste your slides into your transcript. Unpack and explain what is on your slide presentation as you would during an actual workshop.

5. Care of Souls and Pastor as Minor Poet Personal Response Papers (Learning Objectives A & C)

Write a five (5) page response paper for each of these required texts.

- d. Explain the thesis of each author.
- e. Identify your personal top “take away” from each author.
- f. Explain how each author affected your future, personal ministry.

V. Course Supplemental Information

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

The Presence of the Professor

While the online learning environment is different than the live classroom environment, your professor is still involved and available. You can expect your professor to participate in the required interactions/discussions regularly and substantially. You can also expect your professor to have at least 3 virtual live “office hours”. Your professor will inform you of the times and means that these will occur. Most professors will likely use the Chat feature provided by our online platform at online.dts.edu.

VI. Course Policies

A. Letter/Numerical Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	

B. Weighing of Course Requirements for Grading

The final grade for this class will be assigned in the following manner:

Application Project.....20%

- Personal Assessments..... 10%
- Couple Assessment..... 20%
- PowerPoint Presentation 15%
- Reading & Response Paper 20%
- Interactions 15%

C. Class Participation

Participate in module discussions. Through interactions, you develop a sense of community with the rest of the class.

D. Late Assignments

Submit assignments by the due date. Address exceptions to the instructor or GTA in advance of the due date. Late assignments are accepted and graded according to the student handbook guidelines.

VII. Course Schedule

Module	Lecture Topics	Reading	Written
1	Introduction to Course Application Project Options		
2	Theological Foundations Anchor Points		
3	Foundation Models	Benner, <i>Care of Souls</i>	<i>Care of Souls</i> Response Paper
4	Prepare/Enrich Inventory	P/E Manual	
5	MBTI & Pastoral Counseling Ethics		
6	Theology & Practice of Pastoral Counseling	Barnes, <i>Pastor as Minor Poet</i>	<i>Pastor as Minor Poet</i> Response Paper
7	Strategic Pastoral Counseling Resources: A Short-term Structured Model	Benner, <i>Strategic Pastoral Counseling</i> Insight for Living, <i>Counseling Insights</i>	Personal Assessment Paper Couple's Assessment
8	Conclusion Final Projects		Application Project Reported PPT Presentation