



# TYNDALE

• SEMINARY •

## Course Syllabus

FALL 2017

PASTORAL COUNSELING AND CRISIS INTERVENTION  
COUN 0683 / PAST 0741

SEPTEMBER 13 – DECEMBER 6  
WEDNESDAYS, 11:15 AM – 2:05 PM

**INSTRUCTOR: HELEN NOH**

Email: [hnoh@tyndale.ca](mailto:hnoh@tyndale.ca)

Office Hours: by appointment

To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

### I. COURSE DESCRIPTION

This course provides an introduction to the ministry of pastoral counselling within the context of the Christian church. The course will explore the nature of pastoral counselling from a biblical, theological, and psychological perspective, and discover different methodologies of caring and relational skills needed in pastoral care, particularly in situations of a crisis. This will be done with a view to providing a short term model of intervention in problem areas that arise in ministry, as well as providing training for the laity. Through lectures, readings, case studies and counselling skills lab in this ministry.

**PREREQUISITES: None**

### II. LEARNING OUTCOMES

At the end of the course, students should be able to:

- Develop a biblical, theological, and psychological paradigm of pastoral counseling within Christian ministry
- Acquire the ability to be self-reflective about countertransference issues which can influence and impact the dynamics of the counseling relationship

- Learn and utilize foundational counseling skills and basic framework for short-term, structured pastoral counseling through experiential training using classroom setting
- Identify the nature of commonly encountered crisis situations as well as develop the necessary interventions to be effective in ministering to people in such situations
- Formulate an understanding and apply spiritual resources such as prayer, Scripture, and the community of faith as appropriate aspects of pastoral care and counseling

### III. COURSE REQUIREMENTS

#### A. REQUIRED TEXTS

1. Floyd, S. (2008). *Crisis counseling: A guide for pastors and professionals*. Grand Rapids, MI: Kregel Publications. [ISBN: 978-0-8254-2588-2].
2. Benner, D. G. (2013). *Strategic pastoral counseling: A short-term structured model (2<sup>nd</sup> Ed.)*. Grand Rapids, MI: Baker Academic. [ISBN: 0801026318].
3. Hill, C. (2014). *Helping Skills: Facilitating exploration, insight, and action, 3<sup>rd</sup> Ed.* Washington, DC: American Psychological Association. [ISBN:1433804514].

#### B. SUPPLEMENTARY / RECOMMENDED READING:

1. Clinton, T., Hart, A., & Ohlschlager, G. (2009). *Caring for people God's way: Personal and emotional issues, additions, grief, and trauma*. Nashville, TN: Thomas Nelson, Inc. [ISBN: 1418508942].
2. Clinton, T., & Ohlschlager, G. (Eds.). (2002). *Competent Christian Counseling, Vol. 1: Foundations and practice of compassionate soul care*. Colorado Springs, CO: Waterbrook Press. [ISBN: 1-57856-517-0]
3. Hetzendorfer, R. (2009). *The pastoral counseling handbook: A guide to helping the hurting*. Kansas City: Beacon Hill Press. [ISBN: 978-0-8341-2465-3]

#### C. ASSIGNMENTS AND GRADING

1. **Attendance and Reading Log:** 5 % of final grade

Student attendance and completion of required reading will be graded on a scale out of 5. Readings are expected to be completed before the beginning of each class in order to facilitate and engage in discussion and interaction with the material during class lectures. A reading log will be handed in at the end of the semester, in which students will give an honest evaluation of their level of engagement, participation and completion of required readings.

**2. Pastoral Counselling & The Counselor Paper:** 25 % of final grade.

Students are required to write and submit a self-reflection review of 6-8 pages in length. The assigned task is to provide a careful and insightful examination of possible countertransference issues that may impact and influence the counseling relationship using material covered in the lecture on family genogram, personality styles, attachment experiences and personal experience of crises. In the self-reflection, clearly identify what these issues may be, the context in which they have developed, how they may impact the dynamics of the counseling relationship, and potential strengths and weaknesses to your role as a counselor. Finally, reflect upon how these issues have been or will continue to be explored so as to minimize their influence upon the counseling relationship. Material for the paper must be drawn from lecture, text, and supplementary readings.

**3. Basic Counseling Skills Lab :** 35 % of final grade (30% for lab report; 5% peer evaluation)

Students will work in pairs or triads throughout the semester to develop and enhance foundational counseling and crisis intervention skills such as attending, active listening, empathy, probing, self-disclosure as they progress through the three basic phases of a short-term model of Christian/Pastoral Counseling. An evaluation of the progress will be annotated and evaluated by both the student and by other members of the group.

**4. Final Paper and Class Presentation:** 35 % of final grade (Paper – 30%; Presentation – 5%)

The final paper provides the student with the opportunity to research a particular human struggle or crisis that will likely be or has already been encountered in the context of pastoral ministry. Suggested topics include: loss and bereavement, trauma, physical or sexual abuse, depression, suicide, marital conflict or divorce, or a related subject approved by the instructor. The paper must include the following:

- Introduction and rationale for the significance of this issue in the context of pastoral or counseling ministry (as evidenced in current literature)
- Definition, description, symptoms or warning signs of the issue
- A brief case study of the presenting issue as exemplified in a commonly encountered context
- A recommended model of pastoral counseling interventions, methods, and skills for the particular issue based upon evidenced research as well as helping strategies drawn **from lecture and textbook material**
- Critical reflection on the integration of spiritual resources, such as prayer, Scripture, and community of faith in the context of Christian/Pastoral counseling, and in particular, the present issue

Students are expected to produce a well-researched, academically rigorous, Master's level paper drawing from the psychological and counseling literature, in addition to Christian ministry resources. The paper should present not only a concise summary of salient issues, perspectives, and supported research findings in the literature, but also demonstrate critical thinking in the application of the course material to counseling issues .

The paper is expected to be approximately 12-15 pages in length, double spaced, typed, densely corrected and correctly referenced using one of the standard academic reference styles (e.g., APA, Chicago) and is worth 30%.

Each student will be given the opportunity to present an overview and summary of their paper (2-3 pages in length) in a group presentation format, worth 5% of final grade. More details of this presentation will be handed out during class.

#### **D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

##### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar>. An excerpt is attached with this syllabus for easy reference.

#### **E. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments [*Sample*]

Required Reading and Class Attendance	5 %
Counselling & The Counsellor Paper	25 %
Skills Development Lab	35 %
Final Paper and Class Presentation	35 %
Total Grade	100 %

## F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date/Week	Topic	Readings	Assignments
1 Sept. 13	Theological Foundations of Pastoral Counseling	Benner: Chps 1 - 3	
2 Sept. 20	Integrative Framework of Pastoral Counseling	Benner 4 – 6	
3 Sept. 27	Dynamics of the Counseling Relationship	Hill: Chps 1 – 2	
4 Oct. 4	Person of the Counselor	Hill: Chp 3	
5 Oct. 11	Foundations of Counselling Skills and Stages <b>SKILLS LAB I</b>	Hill: Chp 4	
6 Oct.18	Exploration Stage & Skills <b>SKILLS LAB II</b>	Hill: Chps 5-8	Counselling & The Counselor PAPER DUE
7 Oct. 25	<b>READING WEEK</b>		

8 Nov. 1	Insight Stage & Skills <b>SKILLS LAB III</b>	Hill: Chps 9-13	
9 Nov. 8	Action Stage & Skills <b>SKILLS LAB IV</b>	Hill: Chps 14-18	
10 Nov. 15	Foundations of Crisis & Crisis Intervention	Floyd: Chps 1-4	SKILLS LAB REPORT DUE
11 Nov. 22	Crisis & Loss	Floyd: Chp 5 - 7	
12 Nov. 29	Crisis & Mental Health	Floyd: Chps 8 - 11	PAPER PRESENTATION
13 Dec. 6	Crisis Counseling toward Resilience	Floyd: Chps 12 - 13	PAPER PRESENTATION <b>FINAL PAPER DUE</b>

## V. SELECTED BIBLIOGRAPHY

Augsburger, D. W. (2007). *Christian counseling: An introduction*. Nashville, TN: Abingdon Press.

Egan, G. (2007). *The skilled helper (8th Ed)*. Belmont, CA: Thomson Brooks/Cole, 2007.

McMinn, M. R. (2008). *Sin and grace in Christian counseling*. Downers Grove, IL: IVP Academic. [ISBN: 978-0-8308-2851-7].

Tan, S. (2011). *Counseling and psychotherapy: A Christian perspective*. Grand Rapids, MI: Baker Academic.

Wicks, J. R., Parsons, R. D. & Capps, D. (2003). *Clinical handbook of pastoral counseling*. New York: Paulist Press.

Wright, N. (2003). *The new guide to crisis & trauma counseling: A practical guide for ministers, counselors and lay counselors*. Ventura, CA: Regal Books.