



# TYNDALE

• SEMINARY •

## Course Syllabus

**WINTER 2019**  
**PASTORAL CARE AND COUNSELLING**  
**COUN 0683 / PAST 0741**

**JANUARY 16 – APRIL 10**  
**WEDNESDAYS, 2:15 – 5:05 PM**

**INSTRUCTOR: HELEN NOH, PH.D**  
Email: [hnoh@tyndale.ca](mailto:hnoh@tyndale.ca)

Office Hours: By appointment through email

Access course material at <http://classes.tyndale.ca/>  
Course emails will be sent to your @MyTyndale.ca e-mail account only.  
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

## I. COURSE DESCRIPTION

Provides an introduction to pastoral care and counselling within the context of the Christian ministry. The nature of pastoral care and counselling from biblical, theological, and psychological perspectives will be explored. Emphasis will be on foundational counselling skills and processes within a framework of focused, short-term counselling. Through lectures, readings, group discussions, and practice labs, the student will develop essential skills and models of intervention to be effective in this ministry.

## II. LEARNING OUTCOMES

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

- Develop a biblical, theological, and integrative paradigm of pastoral counselling 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 counselling skills and basic framework for short-term, structured pastoral counselling through experiential training using classroom setting
- Identify the nature of commonly encountered counselling 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 counselling

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

1. Benner, D. G. (2013). *Strategic pastoral counseling: A short-term structured model (2<sup>nd</sup> Ed.)*. Grand Rapids, MI: Baker Academic. [ISBN: 0801026318].
2. Sbanotto, E. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for effective counseling: A faith-based integration*. Downer's Grove, IL: IVP Academic. [ISBN: 9780830828609]

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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].

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

#### 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 Counsellor 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-of-origin, personality styles, and chronology of events. 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 counselling 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: (Paper – 30%; Presentation – 5% of final grade)**

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 material 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. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

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

Evaluation is based upon the completion of the following assignments:

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. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

1. Your work should demonstrate the following characteristics:

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 [www.tyndale.ca/seminary/calendar](http://www.tyndale.ca/seminary/calendar). An excerpt is attached with this syllabus for easy reference.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

#### **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 are encouraged to consult [writing resources](#).

Students should also 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.

### Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## G. 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 link can also be found in the left column on the course page. 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 Jan 16	Theological & Integrative Framework of Pastoral Counselling	Benner: Chps 1-4	
2 Jan 23	The Context and Process of Pastoral Counselling	Benner: Chps 5-6; Sbanotto: Chp 1	
3 Jan 30	The Person of the Counsellor	Sbanotto: Chps 2-4	
4 Feb 6	Stages and Skills of Counselling  <b>SKILLS LAB I</b>	Sbanotto: Chps 5-7	

5 Feb 13	Stages and Skills of Counselling  <b>SKILLS LAB II</b>	Sbanotto: Chps 8-11	<b>THE COUNSELLOR PAPER DUE</b>
6 Feb 20	<b>READING WEEK: NO CLASSES</b>		
7 Feb 27	Stages and Skills of Counselling  <b>SKILLS LAB III</b>	Sbanotto: Chps 12-14	
8 Mar 6	Stages and Skills of Counselling  <b>SKILLS LAB IV</b>	Sbanotto: Chps 15-16	
9 Mar 13	Crisis & Trauma	Clinton: Chp 18	<b>SKILLS LAB DUE</b>
10 Mar 20	Loss & Grief	Clinton: Chp 17	
11 Mar 27	Depression & Anxiety	Clinton: 7-8	
12 Apr 3	Addictions	Clinton: Chps 12-14	<b>FINAL PAPER DUE</b>  PAPER PRESENTATION
13 Apr 10	Transformative Encounters in Pastoral Counselling		PAPER PRESENTATION

## V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Appleby, D. W., & Ohlschlager, G. (2013). *Transformative encounters: The intervention of God in Christian Counseling and Pastoral Care*. Downers Grove, IL: IVP Academic. [ISBN: 9780830828227]

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

- 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]
- Egan, G.(2007). *The skilled helper ( 8<sup>th</sup> 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.