I. COURSE DESCRIPTION

This course provides students with a basic understanding of the field of pastoral counselling. The essential elements of pastoral counselling are covered. Different practical areas that a pastor would encounter in the ministry within the ethnic church setting are explored.

It is an introductory, non-practicum course. Both the individual and the systems approach will be introduced. The spiritual aspects of counselling will be emphasized. The course will be conducted in English. For those students who are in the Pastoral and Chinese Ministry Major and are able to read Chinese, an additional Chinese bibliography will be provided.

Pre-requisite and target audience: It is one of the core courses of the Pastoral and Chinese Ministry Major, and is an elective course in Pastoral Care and Counselling. It is also open to alumni of Tyndale Seminary, and other Christian workers and pastors who have an interest in pastoral counselling in the ethnic church setting. There are no pre-requisite requirements.
II. LEARNING OUTCOMES

At the end of the course, students will have acquired an understanding of the following areas:

- A basic understanding of the field and history of pastoral counseling
- A theological foundation of pastoral counselling
- The process of becoming a pastoral counsellor/counselling pastor
- The uniqueness of the ethnic culture and the ethnic church towards counselling and pastoral counselling
- Some of the basic types of pastoral care and counselling, and the adaptability of western counselling models to the ethnic church
- The spiritual aspects of pastoral counselling and its relation to psychology and social sciences
- Some models of Christian and biblical counselling
- Some specific areas and issues in pastoral counselling in the ethnic church context in North America
- Ethics in doing pastoral counselling within the North American ethnic church setting

III. COURSE REQUIREMENTS

A. Required Text


B. Assignments and Grading

There will be no final examination in this course. However, each student has to fulfill the following requirements:

1. Published article-reading: Due 12 October 2010 (30% of final grade)

   Each student is required to select two published articles (within the last 5 years) in the pastoral counselling field and write a critique, evaluation and reflection on each article (about 5 -7 pages for each article). The student is to attach the actual article with the paper. The marks are based on: summary of the paper (40%), evaluation and critique of the article including its strength and weakness, comprehensiveness
in dealing with the particular issue/topic (45%), and reflection on how you can apply in your ministry context (15%).

2. Counselling cases in the Bible: Due 2 November 2010 (20% of final grade)

Each student will write on two pastoral counselling cases in the Bible, one from the OT and one from the NT (specify the text). In each of the cases, give a very short paragraph to describe the encounter. Then imagine you are observing this encounter in front of your eyes. Put on the pastoral counselling lens and try to understand what is happening in the counselling context. Then using the counselling terminology, describe what have taken place in the following areas:

a. theological and/or theoretical assumption (key concepts, ideas or principles the counsellor uses) (20%)  
b. therapeutic relationship and the role of the counsellor (20%)  
c. goal of counselling (20%)  
d. specific method used (30%)  
e. application to your ministry today – how would you use this method for pastoral counselling? (10%)  

Note that this is not a preaching or exposition assignment. Of course you first need to digest the text and do all the proper exegesis before you put on the pastoral counselling lens.

Please submit two duplicate copies to the professor. One copy will be returned to you, and one will be kept by the professor.

3. Paper: Due 16 November 2010 (30% of final grade)

Each student is to write a paper (about 15 typewritten double paced pages) on one of the topics/issues related to pastoral counselling in the North American ethnic church setting. The student needs to do some research and reading on this topic. Then the student is to illustrate this topic/issue by a case involving a person or couple or family affected by this specific issue in their pastoral counselling work. This can be a case she/he is directly involved or a case introduced by a pastor/minister that happened in the church. The paper will cover the following areas:

General description and introduction of the topic/issue and its significance in pastoral or counselling ministry (20%); possible ways to counsel such person(s) (20%); the culture specific issues (ethnic church context) (10%) concerning this particular area (these three areas are based on reading and research); case description (15%); the student’s specific counselling approach to this/these person/s (10%); the outcome of the counselling; things that worked well and things that did not work well, lessons and mistakes learned (20%) (the emphases of these four areas are in the process, and the marking will not be based on success or
failure of the counselling); and implications for future counselling of such cases in the ethnic church setting (5%).

The style and format of the paper shall follow *The Publication Manual of the American Psychological Association* (4th edition). [Copies of this manual may be obtained through the bookstore] or *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian.

4. **Class Presentation: (10% of final grade)**

Students will be given an opportunity to share the topic of the major paper with the class during last two classes of the course. The student is supposed to be the expert in that particular issue/topic and so the purpose of the presentation is to educate and enlighten the class. The student will only use the case for illustration purposes.

The presentations will be graded by fellow-students on the following categories:
- How well does the presenter understand the topic?
- How adequate is the content of the presentation?
- How organized and appealing is the presentation?
- How much has the presenter accomplished the objectives?

5. **Class Participation (10% of final grade)**

The rest of the course mark (10%) will be based on class participation. This includes attendance, participation in whole class discussion, and in small group interaction. Marks will be deducted even with excused absence.

**C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Faithful attendance at classes is a vital component of the learning experience and demonstrates respect for faculty and students in the classroom. Three or more unexcused absences from the course will constitute grounds for failing the course. Excused absences usually involve sickness to the student or death and hospitalization of an immediate family member. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.

In case of late assignments and papers, the standard Seminary policy will apply: for each week late, there will be a reduction of the assigned grade by 1/3 grade (excluding Saturdays, Sundays and statutory holidays).

Students who are unable to complete assignments by the required date due to extenuating circumstances may be (not automatic) given permission by the professor to complete the assignment late without penalty. The extension may not exceed 1 week after the last day of class for the course. Any assignments submitted after the deadline
will be given a grade of 0. Extenuating circumstances may be regarded as extended personal illness or injury, or death in the immediate family. Beyond this deadline, a student may petition the Registrar for an extension which can be granted on compassionate grounds only in truly exceptional circumstances such as a health emergency or family crisis.

Students should consult the current Academic Calendar for academic polices 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/registrar/calendar/2010-2011](http://www.tyndale.ca/registrar/calendar/2010-2011).

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Published article reading</td>
<td>30%</td>
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<tr>
<td>Counselling cases in the Bible</td>
<td>20%</td>
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<tr>
<td>Paper</td>
<td>30%</td>
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<tr>
<td>Class presentation</td>
<td>10%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Total grade</td>
<td>100%</td>
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IV. COURSE SCHEDULE, CONTENT AND READINGS

1. Introduction to the field of pastoral theology and counseling; read Townsend chapter 1, McMinn and Phillips chapters 1,2, Lynch chapters 1, 5, and McMinn chapters 1,2
2. Theological Foundations of Pastoral Counselling; read Townsend chapters 2, 3, Lynch chapter 3
3. Spiritual aspects of pastoral counselling and its relation to psychology and social sciences; read Townsend chapter 4, Lynch chapter 4, McMinn chapter 3, and 2, McMinn and Phillips chapters 3,4,5
4. Theories and models of counselling and pastoral counselling, read Townsend chapter 5
5. On becoming a pastoral counsellor; read Townsend chapter 5, Lynch chapter 7
6. Issue of emotionality and basic counseling skills
7. Basic types of pastoral counseling
8. Models of Christian counselling; plus read Townsend chapter 6, McMinn chapters 4, 5, 6, 7, 8; McMinn and Phillips chapters 6, 7, 8, 9, 10
9. Issues in pastoral counselling in the ethnic church: Cultural issues; read Lynch chapter 2
10. Issues in pastoral counselling in the ethnic Church: Mental health problems in the church
11. Issues in pastoral counselling in the ethnic Church: Crisis intervention
12. Christian counselling ethics; read Townsend chapter 6, Lynch chapters 6, 8
13. Class presentations

N.B. also read the appropriate chapters on Collins’ text

V. SELECTED BIBLIOGRAPHY

Recommended Reading:


Journals: some examples

Abstracts of Research in Pastoral Care and Counseling
Christian Counseling Today
The Christian Journal of Psychology and Counseling
Counseling Psychologist
Journal of Biblical Counseling
Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Mental Health Counseling
Journal of Pastoral Care and Counseling
Theology, spirituality, psychology, theory:


**Models of pastoral counseling:**


**Christian and Biblical approach:**


**Preparation, Process and Practice:**


**Ethics:**


**Chinese books (including translation):**


侯活.肯特勒斯和威廉.肯特勒斯 (Howard and William Hendricks). 林莉如 (Vivian Lam)譯.
亦師亦友–雕琢生命的師徒關係 (As Iron Sharpens Iron: Building Character in a Mentoring Relationship). 香港:學生福音團契


李耀全 (2005). 2nd ed. 心靈輔導. (Care & Cure of the soul: integrating psychological counseling & spiritual direction). 香港, 建道神學院


李思達 (Andrew D. Lester), 石彩燕譯. (2007). 共譜盼望樂章 (Hope in Pastoral Care and Counseling = gong pu pan wang yue zhang). 香港;基督教文藝出版社


**Chinese journals:**

Chinese Church Today (published by the Chinese Coordination Centre of World Evangelism)

今日華人教會

Pastoral Sharing (published by the Chinese Coordination Centre of World Evangelism)

教牧分享

Asian Journal of Counseling

Pastoral Journal (Alliance Bible Seminary) 教牧期刊

Journal of Psychology in Chinese Societies (Hong Kong Psychological Society and the Chinese University Press) 華人心理學報