



# TYNDALE

• SEMINARY •

## Course Syllabus

**SPRING SUMMER 2020  
PASTORAL CARE AND COUNSELLING  
COUN 0683 / PAST 0741**

**JUNE 22 – 26  
MONDAY – FRIDAY, 9:00 AM – 4:00 PM**

**INSTRUCTOR: ANDREW NUSSEY, TH.M., RP**  
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Office Hours: By appointment

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:

1. Develop a biblical, theological, and integrative paradigm of pastoral care and counselling within Christian ministry

2. Acquire the ability to be self-reflective about countertransference/personal issues which can influence and impact the dynamics of the pastoral relationship
3. Learn and utilize foundational pastoral care and counselling skills through experiential training using classroom setting (skills lab)
4. Apply the use of spiritual resources such as prayer, Scripture, and the community of faith as appropriate aspects of pastoral care and counselling
5. Employ ethical considerations in the delivery 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. Olthuis, J. H. (2006). *The beautiful risk: A new psychology of loving and being loved*. Eugene, OR: Wipf & Stock. [ISBN: 1597525863].
3. 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

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. DAILY PRAYER DURING CLASS

Each day of class will be bookended by Christian prayer. Students may volunteer to offer prayer either at the beginning or end of class each day: If you are interested in offering prayer, please speak with the instructor in advance. This is not a graded exercise.

#### D. ASSIGNMENTS AND GRADING

**NOTE: This class requires a substantial amount of pre-course work. The Pre-Class Assignment MUST be submitted on time (no later than the first day of class at 8:30 a.m.) to earn course credit. If you are unable to complete the Pre-Class Assignment on time, please do NOT register for this course!**

##### 1. Pre-Class Assignment: Reflection Paper #1 (25% of final grade)

Students must read the three required textbooks prior to the first day of class. After reading the textbooks, each student will submit a reflection paper detailing areas of

growth in terms of knowledge and understanding of pastoral care and counselling. Focusing on 'the person of the therapist,' the reflection paper should refer to key skills and concepts from all of the required readings, detailing how the student's approach to pastoral care and counselling has been challenged, changed, and enlarged as a result of the readings. Be sure to also include biblical and theological insights: How does your understanding of pastoral care and counselling square with your experience of God? The paper should demonstrate a thorough and integrated understanding of the required readings.

The paper is to be written clearly and concisely. Excluding the title page and the references page, the paper is to be 5-7 pages in length, double spaced, 12 point Times New Roman font with one-inch margins. APA format preferred. The paper is due the morning before class, Monday, June 22, 2020 at 8:30 a.m. Submit the paper electronically via the online course portal. **THIS ASSIGNMENT MUST BE SUBMITTED ON TIME.**

This assignment is related to Outcomes 1, 2, 4, 5.

## **2. In-Class Assignments: Skills Lab (25% of final grade)**

The in-person component of this course will be a practical, hands-on pastoral care and counselling skills lab. You will apply your pre-class learning (e.g., reading and reflecting on the required readings) to practice pastoral care and counselling in class. Each student will deliver pastoral care and counselling to another student in the class in real-time. Each student will come on the first day of class prepared to be both (a) the counsellor and (b) the client.

In the role of counsellor, you will apply your pre-class learning with your client in the session in front of the class. The length of each session will be about 45 minutes. Respecting that there are diverse ways of approaching pastoral care and counselling, the skills lab is a learning exercise for you and for the class to grow and develop.

In the role of client, you will bring forward to the student counsellor a real situation from your own life. This is so that we may move beyond role-play in order to bring alive the encounter between counsellor and client. The situation should be one of pastoral concern that could be realistically encountered by a provider of pastoral care and counselling. You are to carefully choose a situation that you are willing to share in the classroom setting. Please note that you are not required to share anything you are not comfortable sharing, even if prompted by the counsellor during the session. That said, you are encouraged to take risks, where possible. As part of your learning, it is important that you experience what it is like to be on the receiving end of pastoral care and counselling.

In the role of observer (which you will be in most of the time during the skills lab), you will take a stance of openness and curiosity with respect to the unfolding sessions. What do you notice is going on *between* counsellor and client? What do you notice is going on *within you* as you observe the session? Following each session, observing students are expected to offer encouraging feedback and prompts for reflection, not criticism. Here is

an example of feedback: “I really liked how you did X in the session, because you demonstrated well the particular counselling skill of ... . I am curious about your choice to say Y in the session, after the client said Z: Can you speak about what led you to that decision?” The purpose of feedback during the skills lab is so that we will learn from each other through open, honest, and charitable discussions.

Students observing other students’ sessions may take notes during the skills lab to support their own learning and reflections; however, no personally identifiable information should accompany those notes. There is an expectation that we will respect each other’s privacy, and that any personally identifiable material from the skills lab will not be discussed nor otherwise shared outside of this class nor apart from the requirements of this course.

Your grade for all components of the skills lab (i.e., counsellor, client, observer) will be reflected by your level of engagement throughout the week. Your prepared and thoughtful contributions are valuable, and your quality participation in class will enhance your learning and that of the class.

This assignment is related to Outcomes 1, 2, 3, 4, 5.

### **3. Post-Class Assignment: Reflection Paper #2 (50% of final grade)**

For this paper, you will consult your first reflection paper and compare it with your new insights gained as a result of your participation in the skills lab. You are to substantially expand upon your earlier thinking and understanding, explaining how and why you have changed and/or developed your insights as a result of the skills lab. You will also draw on biblical and theological insights, discussing how those insights shape you as a provider of pastoral care and counselling.

Your paper will include at least these three headings: (a) “My Role as Counsellor”; (b) “My Role as Client”; (c) “My Role as Observer.” Biblical and theological insights may be weaved throughout the aforementioned sections, or they may be discussed within their own standalone section. Under each heading, you will discuss how your insights and self-understanding have been shaped by your self-reflections emerging from the required texts and skills lab. Use these questions as prompts to help you shape your reflections:

- What have I learned about this ministry? What have I learned about myself?
- What are my particular gifts and strengths for this ministry?
- In what particular areas of this ministry am I being called by God to grow?
- What comforting *and* difficult thoughts and emotions come up for me, and what do those thoughts and emotions mean for me as a provider of pastoral care and counselling?
- What ethical issues particular to pastoral care and counselling are important for me to consider?
- How can I use religious/spiritual resources (e.g., prayer, Scripture, the community of faith) effectively in delivering pastoral care and counselling?

In offering your reflections, take risks in being vulnerable. In addition to taking notes during class to assist you in preparing for this assignment, it is highly recommended that you begin working on this paper as soon as possible after the class has ended to take advantage of drawing on fresh insights.

The paper is to be written clearly and concisely. Excluding the title page and the references page, the paper is to be 8-10 pages in length, double spaced, 12 point Times New Roman font with one-inch margins. APA format preferred. The paper is due Friday, August 7, 2020. Submit the paper electronically via the online course portal.

This assignment is related to Outcomes 1, 2, 4, 5.

## **E. ATTENDANCE**

According to Tyndale Seminary attendance policies, one or more unexcused absences from the course will constitute grounds for failing the course. Excused absences include death in the family, hospitalization of yourself or a member of your immediate family or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.

As a matter of basic courtesy, Tyndale students will commit to arriving to class on time and returning from class breaks on time.

## **F. 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.

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

Evaluation is based upon the completion of the following assignments:

Pre-Class Assignment: Reflection Paper #1	25 %
In-Class Assignments: Skills Lab	25 %
Post-Class Assignment: Reflection Paper #2	50 %
Total Grade	100 %

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

- Your writing should be clear and concise.
- MS Word (.docx) preferred. Refer to formatting requirements in this syllabus.

For proper citation style, consult the APA Publication Manual (6th or 7th edition) or 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](#). **While both APA and Chicago are acceptable, APA is preferred.**

### **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 Services](#).

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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. 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	Topic	Readings	Assignments
June 22	Experiential Skills Lab	Benner (2013) Olthuis (2006) Sbanotto, et al. (2016)	- <b>Paper #1 due today</b> - Skills lab participation, personal reflections
June 23	Experiential Skills Lab	Benner (2013) Olthuis (2006) Sbanotto, et al. (2016)	- Skills lab participation, personal reflections
June 24	Experiential Skills Lab	Benner (2013) Olthuis (2006) Sbanotto, et al. (2016)	- Skills lab participation, personal reflections
June 25	Experiential Skills Lab	Benner (2013) Olthuis (2006) Sbanotto, et al. (2016)	- Skills lab participation, personal reflections
June 26	Experiential Skills Lab	Benner (2013) Olthuis (2006) Sbanotto, et al. (2016)	- Skills lab participation, personal reflections - <b>Paper #2 due August 7</b>

#### 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.

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.

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

McMinn, M. R. (2008). *Sin and grace in Christian counseling*. Downers Grove, IL: IVP Academic.

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.