

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
OF TRINITY WESTERN UNIVERSITY**

Graduate Course Syllabus

Course Number: PTH 605 OL

Course Name: Pastoral Counselling

Semester and Year: Spring 2024

Course Dates: January 8 – March 2, 2024

Instructor: Dr. Gloria Woodland

Contact Information: Gloria.Woodland@twu.ca

Semester Hours: 3 semester hours

Office Hours: I will be happy to connect in-office or virtually with all students at a mutually agreed on time. If you have questions or need connection with me, please email to arrange a specific time for a meeting. I will maintain daily office hours, on campus, Monday to Thursday.

Course Description

This class explores models of pastoral counseling in the context of pastoral/spiritual care ministry and will include:

- Integration of pastoral counselling as part of pastoral care.
- Empathetic listening and reflection skills.
- Overview of key issues and topics in pastoral counselling.
- Survey common mental disorders that those in ministry are likely to encounter:

Mood Disorders/Depression, Stress/Anxiety, Substance Abuse, Chronic Mental Illness

Course Learning Outcomes and Course Objectives

By the end of the course, students will be able:

Cognitive Complexity

1. to articulate a biblical, integrated and holistic model of pastoral counseling in the context of pastoral/spiritual care

Knowledge and its application

2. to apply basic ethical principles in pastoral care; & know when to refer/seek supervision.
3. to demonstrate basic reflective listening skills essential for good shepherding.

Leadership and Social Responsibility

4. to educate others about specific mental health issues and appropriate pastoral counsel.
5. to access a broad range of Christian and community resources to enhance pastoral care.

Inter-and intra-personal wellness and Spiritual Formation

6. to demonstrate familiarity with the symptoms of selected mental/emotional problems.
7. to identify and reflectively process key issues that influence your pastoral care.
8. to empathize with and spiritually and/or practically support individuals and families

Required Texts and Materials

- Allender, Dan & Longman, Tremper. *The Cry of the Soul: How our Emotions Reveal our Deepest Questions about God*. 1994/2015. Colorado Springs: Navigators. ISBN # 978 1576831809
- Johnson, Brad; Johnson, W.L. *The Minister's Guide to Psychological Disorders and Treatments*. 2014 (2nd Edition). NY: Routledge. ISBN # 978 041571245
- One other text will be required for review and can be selected from the list of texts provided on the Moodle platform for this course.

Course Activities/Requirements/Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact as requested in the online forums. The full instructional content is posted in the Moodle online classroom.

Assignments are due by midnight (Pacific Time) on the specified due date. You will submit your assignments in the online Moodle classroom accessible through MyCourses. When you go to the Moodle classroom, you will see assignment folders where you can submit assignments. Once your assignment has been marked, it will be returned to your grade book in the Moodle classroom where you can check your grade and review the comments made on the assignment. You will receive an automatic notification whenever a graded assignment is put in your grade book. Please

note that there will be a deduction of 1% (one percent) of an assignment’s total possible value for each day that it is late.

Here is an overview of all the assignments and due dates followed by a detailed description of them.

Module # with Weekly dates	Required Work	Due Dates	Value
1. January 8 – 12, 2024	Intro of self in Moodle Classroom	January 8	--
	Cry of the Soul – Post to Forum (Wed)	January 10	2%
	- Response to another’s post (Fri)	January 12	1%
2. January 15 - 19	Cry of the Soul Post & Response (Review Presentation requirements –module 7)	January 17 January 19	2% 1%
	Cry of the Soul Post & Response Case Study #1 – Benner Model	January 24 January 26 January 26	2% 1% 10%
4. January 29 - February 2	Cry of the Soul Post & Response	January 31 February 2	2% 1%
	Johnson & Johnson Text Response	February 2	5%
	Cry of the Soul Post & Response Article Discussion	February 7 February 9 February 9	2% 1% 4%
6. February 12 - 16	Cry of the Soul Post & Response	February 14 February 16	2% 1%
	Case Study #2 – Benner Model	February 16	10%
	Topical PowerPoint Presentations Constructive Response to another	February 21 February 23	30% 5%
8. February 26 – March 1 March 2 – last day	Cry of the Soul Post & Response	February 28 March 1	2% 1%
	Book Review of Choice Personal Development Reflection	March 2 March 2	10% 5%
		TOTAL	100%

Readings and Online Forum Participation

Foundational to this course is the expectation that students will carefully and thoroughly read the two primary course textbooks as well as one text of their choosing that is applicable to this course.

At any time in the course, you may initiate or join in discussions on the online forum. For grading purposes, interaction on the online forum will be marked using the substantive initial post and response. Further discussion of course content is encouraged, as ‘classroom’ conversation to support your learning.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses, such as questions, affirmations, or quick thoughts about what someone has said. The substantive initial post will be in the range of 300-350 words. The responses that you post to another student should be approximately 200 words. The responses made to the writings of others should demonstrate careful thought and processing of the content. The forum provides opportunity to build upon one another's knowledge, insights, and experience. All interactions should be collegial and constructive. To create a safe environment for this to take place, we must use respectful and supportive language. We can strive to encourage one another. Constructive comments and questions are welcome when used to gain understanding and foster insight and growth.

Course Evaluation

[**CRY OF THE SOUL – Weekly Readings and Forum Postings. Total Value – 21%**

Read the assigned chapters from the Allender and Longman text, each week. By Wednesday, post your reflection on the reading. In your reflection, include responses to the following questions:

- What does the weeks reading say to you?
- Have you encountered the theme or issue in life or ministry? If so how does the material relate, or not? What insights are you gaining?
- How might you apply your learning in life or ministry?

It will be important to ensure this substantive post (300-350 words maximum) is posted by Wednesday so that others in the class may read it. (2% weekly)

By Friday, after reading the posts of others, submit a minimum of one response (200 words) to another student (1% weekly). Be sure to comment on the work of various students during the semester.

Weekly-Required Readings: Cry of the Soul by Allender and Longman

For the week of:

- January 8 - Introduction and Chapters 1 to 3 - Emotions and The Imago Dei
- January 15 - Chapters 4 and 5- Anger
- January 22 - Chapters 6 and 7 – Fear
- January 29 - Chapters 8 and 9 – Envy and Jealousy
- February 5 - Chapters 10 and 11 – Despair and Hope
- February 12 - Chapters 12 and 13 – Contempt
- February 19 - No reading assigned – Presentations
- February 26 - Chapters 14 – 17 – Shame and the mystery & goodness of God

Johnson & Johnson Text Response

Value – 5 %

The Minister's Guide to Psychological Disorders and Treatments

After reading the text, write a 1 to 2-page response for each of the following questions. Total pages required 4 – 5 maximum.

- 1- On pages, 11 & 12 Johnson & Johnson address the question, should those in ministry refer clients/congregants to only Christian Therapy & Therapists? Review the writings and reasons presented and comment on your agreement or disagreement with the position presented. Be sure to provide reasoning in support of your answer.
(2 pages)
- 2- Chapter 7 focuses on Ministerial Triage. Recognizing that 'ministers are frequently the first professionals that suffering parishioners will allow into their private lives'; Johnson & Johnson stress that those in ministry need basic helping competencies and ability to make appropriate referrals. As your ministry can be the 'point of entry' to mental health services and that you will need to triage for further care, consider and reflect on the responsibility described and how it finds place or will impact your view of ministry.
(2 pages)

Article Discussion

Value – 4%

Stepping into the borderlands, Prayer with people of different faiths

After reading the article, please post on the course site, in the provided discussion forum your thoughts in response to the following questions.

- 1- Three points that stood out for you in the article were ...
These points can be things you agree or disagree with, be sure to include your reasoning.
- 2- A new piece of learning from the article was ...
- 3- You would appreciate further discussion on ... If others wish to enter into discussion with you they can on the forum or through private connection.

Case Studies

1 Mrs Brown

Value – 10%

2 Mr. Smith

Value - 10%

Full case details for Mrs. Brown and Mr. Smith are located on the Moodle Platform for the course. Review them carefully.

Prepare and submit a case study on your time of pastoral counselling with each individual. Please be sure to use the Benner Model. Be clear about your actions in each of the three stages.

You are to craft (imagine, or find a role player) the details of how you as a Pastoral Counsellor would have interacted with the client. You may bring to light, in the development of the case, family members or others who may be involved or impacted. You may create the details of your case based on one session or you may use multiple sessions. Be succinct in writing the issues presented, the agreed on area of focus and the client's feelings, thoughts and behaviors. Remember explain the session(s) using the Benner Model; clearly showing on how you followed the stages and how you disengaged and what next steps may be required. A verbatim is not required, just a summation of the case and the process used in pastoral counselling. Please also include any comments on reflective practice and theological reflection that relate to the case.

In Module 6 for Case Study #2 – Mr. Brown, in addition to the above, you will be required to include your use of prayer or scripture as a supportive tool in the session.

Topical PowerPoint Presentations & Constructive Response

Total Value – 35%

Presentation 30% Response to 2 others 5%

Select a life issue, mental health problem or illness that would typically present in your current or future field of ministry.

Create a recorded PowerPoint presentation that gives readers an understanding of the distress or disorder as well as a description of how it would present in those who are in your field of ministry.

Include:

- a full understanding of the distress or disorder
- key indicators and how you would assess - psychological and spiritual
- how to provide pastoral counsel in such situations
- resources that would be considered
- scriptures or components of faith that will be helpful in the situation
- theological reflection/metaphor

Please remember as you prepare; this is an 'in-class' presentation that will be a lesson to others and open for constructive response. Your presentation must be a minimum of 8 minutes and a maximum of 15 minutes in duration.

Book Review of Choice

Value – 10%

Please select a text that is applicable to the topics of this course. A list of suggested texts is posted on the course site.

In your review, be sure not to just restate content, but to speak about the content and how it resonated with you. What major points being were made? Do you agree or disagree with the author, and why? What was the impact of the text on you personally and how will you see yourself applying it in ministry?

This Book Review should be a minimum of 4 pages and a maximum of 6 pages.

Personal Development Reflection

Value – 5%

Please write a personal reflection that addresses key points of learning for you, throughout this course. This will include learning of personal and professional or ministry application. What in the course has resonated with you and what is the impact on your life and ministry? You are free to write of any other developmental impacts or insights that have come to you. Please answer the question of how this course has helped prepare you to be a co-laborer with Christ in the ministry of pastoral counselling.

Minimum of 2 pages – Maximum of 5 pages.

Course Evaluation & Grading

Required	Value
Cry of the Soul – Post (2%) & Response (1%) x7	21%
Case Study #1 Mrs. Brown	10%
Johnson & Johnson Text Response	5%
Article Discussion	4%
Case Study #2 Mr. Smith	10%
Topical PowerPoint Presentation (30%) Response (5%)	35%
Book Review of Choice	10%
Personal Development Reflection	5%
TOTAL	100%

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

Grading System

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.

C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Course Policies

Add/Drop Policy

All ACTS World Campus courses are open for registration until the first day of class. Once the class has begun, students wishing to drop or withdraw from the class must follow course add/drop instructions on the [student forms page](#) on the ACTS Seminaries webpage. **Tuition (excluding fees) refund rates are as follows:**

- Weeks 1-2 - 100%
- Week 3 - 60%
- Week 4 - 50%
- Week 5 - 40%
- Weeks 6-8 - 0%

Paper Formatting

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at:

<http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

Hospitality in the Classroom

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

Campus Closure and Class Cancellation Policy

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

Course Grade Appeals

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

Land Acknowledgement

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.