

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course NUMBER: PTH 605

Course Name: Pastoral Counselling

Semester and Year: Fall Semester 2021

Course Times: Wednesdays 8:30 am to 11:30 pm

Instructor: John W. Auxier, PhD., MDiv.

Contact Information: auxier@twu.ca

Office Hours: By appointment

Co-requisites or Pre-requisites: None

Semester Hours: 3 Credit Hours

Semester Dates: Sept 8 – Dec 8, 2021

Course Description

This class explores pastoral counseling in the context of pastoral care from a family systems perspective, and will include:

- Integration of pastoral counselling as part of pastoral care.
- Training in empathetic listening and reflection skills.
- Overview of key issues and topics in pastoral counselling including: Suicide Prevention, Crisis Intervention, Pastoral ethics Domestic Violence intervention and Child Abuse.
- Training in Premarital Counselling and Assessment using The Prepare Inventory.
- Survey common mental disorders that pastors are likely to encounter: Mood Disorders/Depression, Stress/Anxiety, Substance Abuse, Chronic Mental Illness.
- Special lectures on prayer counselling, ministry to the disabled, and hospice care.

The course includes a substantial experiential component, including skills practice, and personal and systemic theological reflection about our beliefs, family relationships, and emotional health in the Church.

Course Objectives

By the end of the course students will be able:

1. to effectively apply principles in pastoral care to a variety of problems and families in crisis.
2. to demonstrate basic reflective listening skills essential for good shepherding.

3. to practice godly self-reflection as part of their bible and prayer life and identify personal issues in their family of origin that impact their emotional health in ministry.
4. to do premarital assessment and lead engaged couples through a comprehensive, biblical premarital counselling program.
5. to practice pastoral care ethically and apply principles like informed consent, duty to report child abuse, management of dual relationships/ boundaries, maintaining confidentiality & when to refer.
6. to empathize with and effectively support individuals and families with chronic illness, grief and loss.
7. to monitor their work/life balance, and practice burnout prevention in ministry.

Course Learning Outcomes

TWU Graduate Student Learning Outcomes	Course Learning Outcomes	Assessment Strategies
<p>Knowledge and its Application</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of a particular field of study and/or profession • Demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems • Demonstrate superior ability to identify and interpret new ideas and research in a specific discipline • Demonstrate superior skills in academic research, writing, and act as skilled practitioners to move beyond knowledge into practice 	<p>1. to effectively apply principles in pastoral care to a variety of problems and families in crisis.</p> <p>2. to demonstrate basic reflective listening skills essential for good shepherding.</p> <p>4. to do premarital assessment and lead engaged couples through a comprehensive premarital counselling program.</p>	<p>Using assigned readings and lecture material students will complete 3 case studies reflecting competencies needed in a variety of pastoral care scenarios.</p> <p>Students will do a pre/post evaluation of their listening skill levels and receive training in reflective listening.</p> <p>Students will receive training in the Prepare-Enrich Inventory, and use it with one couple, and submit a report on the session.</p> <p>Using assigned readings and lectures, Students will create a comprehensive premarital counselling program.</p>
<p>Cognitive Complexity</p> <ul style="list-style-type: none"> • Show ability to carry out discourse and research as an active member of the pastoral community • Demonstrate the ability 	<p>1. to effectively apply principles in pastoral care to a variety of problems and families in crisis.</p>	<p>Using assigned readings and lecture material students will complete 3 case studies reflecting competencies needed in a variety of pastoral care scenarios.</p>

<p>to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking”</p>	<p>5. to practice pastoral care ethically and apply principles like informed consent, duty to report child abuse, management of dual relationships/ boundaries, maintaining confidentiality & when to refer to a variety of situations.</p>	<p>Students will take a pre/post evaluation of ethical awareness as part of the lectures and readings on ethical care, and apply ethical reasoning in case studies.</p>
<p>Inter-and intra-personal Wellness.</p> <ul style="list-style-type: none"> • Demonstrate increased professional capacity and autonomy • Demonstrate superior organizational and time management skills • Demonstrate academic and personal integrity. 	<p>9. to monitor their work/life balance, and practice burnout prevention in ministry.</p>	<p>Students will take a burnout inventory and do readings and a workbook on emotional health in ministry, to create a personal self-care plan for sustainable ministry.</p>
<p>Social Responsibility and Spiritual Formation</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze, appraise and evaluate their discipline in a social context • Develop the ability to become socially responsive agents with a commitment to understanding global issues • Demonstrate greater understanding of and connection to God’s work in the world • Utilize spiritual practices for self-reflection and the helping of others • Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope. 	<p>3. to practice godly self-reflection as part of their bible and prayer life and identify personal issues in their family of origin that impact their emotional health in ministry.</p> <p>8. to empathize with and effectively support individuals and families with chronic illness, grief and loss.</p>	<p>Students will read a book on the application of the Psalms to their spiritual and emotional life, and post about it in a weekly online forum.</p> <p>Students will do readings and a workbook on emotional health in ministry,</p> <p>Students will read a text on grief and loss and apply it to their own journey through reflective study questions.</p> <p>Students will take a pre/post evaluation on empathy skills and write a paper on a video game that follows a family dealing with pediatric cancer.</p>

Required Texts and Materials

REQUIRED:

BOOKS

Allender, Dan & Longman, Tremper. (1994/2015) *The Cry of the Soul: How our Emotions Reveal our Deepest Questions about God*. Colorado Springs: Navigators.

Miller, W. R. & Jackson, K.A. *Practical Psychology for Pastors*. 2nd Edition. Wipf & Stock. (reprint 2010).

Scazzero, Peter. (2010/2015). *The Emotionally Healthy Church*. (Updated w/ Warren Bird). Grand Rapids: Zondervan.

Scazzero, Peter. (2010/2015). *The Emotionally Healthy Church WORKBOOK*. Grand Rapids: Zondervan.

Wright, H. Norman, & Roberts, W. *Before You Say I Do*. 1997. Eugene, OR: Harvest House.

Wright, H. Norman. *Recovering from Losses in Life*. 2006. Grand Rapids: Revell/Baker.

MEDIA

Green, Ryan & Amy. *That Dragon, Cancer*. 2016. Portland: Numinous Games. (Video game)
Game App available for download for iPad, Windows PC and Android systems. Not available for Mac OS. Check your app store.

Prepare-Enrich Inventory Training Material. Register for online training and download manuals and access training videos. If you already are trained, no need to register.

ARTICLES (On Moodle)

Course Activities/Requirements

1. *Emotionally Healthy Church Workbook*:

10 points

Read Scazzero's text and complete the workbook assignment for discussion in class.

2. *Three Case Studies*:

3 @ 10 points = **30 points**

Typed, 5-6 pages per case study. Use ideas from your readings/class discussions to help respond to the case studies. Late = 0, since class discussion depends on having completed your assignment. Note: Case Study 1 is available appended to the syllabus. Case Studies 2 & 3 will be uploaded to Moodle.

3. *Video game for empathy training: That Dragon, Cancer Reflective Essay*.

10 points

This assignment uses a serious video game (one made for non-recreational purposes) on the topic of a family coping with cancer in a loved one. Avoid critiquing the game in comparison to products which cost tens of millions of dollars to produce—recognize that the low-tech nature of the game is also an intentional design element and the story is an actual life account.

Keep in mind that the puzzles, narratives, dialogue and difficulties in this game are oriented to help us grasp the hurts, hopes and fears of an actual Christian family in a medical crisis.

Directions

- a. Download the game app for iPad, PC, or Android on your device. (MAC does not work).
- b. Take the empathy measure provided by the professor, before and after your game experience. Play this impactful 2-4-hour “serious game”, walking through a family’s experience with a young child diagnosed with pediatric cancer. The game consists of a series of “rooms” or scenes that players navigate in the tradition of Myst and other “walk around” types of games.
- c. Write a 5-6page account of what personal/ pastoral learning you experienced thru the game and how your empathy score was affected.

4. The Cry of the Soul Forum

10 points

This assignment will use the Forum on Moodle. The readings are grouped into 8 topics: Emotions and the imago Dei, Anger, Fear, Envy/Jealousy, Despair/Hope, Contempt, Shame and the Mystery/Goodness of God.

Using the assigned chapters write a brief application (300-500 words) to pastoral care/personal issues/situations you’ve encountered that connect with their themes/issues, and submit to the Forum on Moodle. Do not use identifiable names/details in your reflections. After entering your reflections, read what others have contributed and make one additional forum entry engaging with classmate’s material.

5. Recovering From Losses in Life study questions

10 points

Read Wright’s text, and reflecting on your own grief and loss experiences, complete the study questions.

6. Prepare-Enrich Inventory Training and Couple’s Paper

10 points

Students will:

- a. Register with Enrich Canada using the following link <https://enrichcanada.ca/new-facilitators/>. (Scroll down to Dr. Auxier’s seminar link and click on the student rate link. This will give you the student rate option.)
- b. Attend the training. Students who already have taken the training do not need to attend again but still must do the assignment.
- c. Administer the Prepare inventory with a couple, review the report to identify areas for encouragement, and meet with the couple for at least two hours of feedback to explore the results. Practice Couple options: You can use yourself (if married), an engaged couple, or a couple already married less than two years. If the couple is already married for more than two years, use the Enrich inventory.
- d. Write a 5 to 6 page paper describing top couple strengths, growth areas, relationship dynamics, personality differences and how the results helped the couple gain insight into their relationship, and suggestions for the couple to develop their skills as a couple. End the paper with a summary of what you will do differently when using this tool. Do not give any names or identifying information.

7. Premarital Counselling Comprehensive Plan**20 points**

Using your Prepare resources and Wright's *Before you Say "I Do"*, create a comprehensive plan for premarital counselling work with couples. 15-18 pages typed. *A separate handout will give you the specific content of the paper, and instructions for peer review.*

Directions:

1. Write your paper.
2. Submit it to an experienced pastor for feedback (a form will be provided).
3. Write a one-page response to the feedback and revise the paper using the feedback if you agree.
4. Submit on day due to the instructor.

8. Personal Self-care Plan.**(not graded)**

Using your baseline measures and reflections from Emotionally Healthy Church, Allender, and Wright and course lectures relating to burnout prevention, create a plan for better self-care in life and ministry. Discuss this with your spouse or a trusted friend/mentor. Bring it to class to share how this will help you maintain sustainability in your ministry.

Course Evaluation

Emotionally Healthy Church Workbook & self-care plan	10%
Case Studies (3 @ 10 points)	30%
Prepare-Enrich Report	10%
Cry of the Soul Forum posts	10%
That Dragon, Cancer video game reaction paper	10%
Recovering From Losses in Life study questions	10%
Premarital Counselling Comprehensive Plan	20%
TOTAL	100%

Grading System

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

(OR)

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

Course Outline (May be Subject to Change)

NOTE: Guest speakers and Additional Topics TBA*

DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 1: September 8	Listening Skills I Empathy and Burnout measures Self-Care Assessment History of Pastoral Care		
WEEK 2: September 15	Ethics I Listening Skills II EHC discussion	EHC Intro, 1, 5 Allender 1,2,3 Miller 1,3,4	Allender Forum EHC Wkbk 1-2
WEEK 3: September 22	Ethics 2 Suicide Intervention EHC discussion Case Study I	EHC 6-7 Allender 10-11 Miller 13	Case Study 1 Allender Forum EHC Wkbk 3-4
WEEK 4: September 29	Stress Measure Stress and Anxiety Burnout and Sustainability EHC discussion	EHC 8-9; Allender 4-5 Miller 14	Allender Forum EHC Wkbk 5-6
OCT 1	Prepare-Enrich Training and Premarital Counselling Seminar: 8:30am -12:30pm		
WEEK 5 October 6	Grief EHC Discussion Self-Care Plan discussion	EHC 10-11 Allender 16-17 Miller 12	Case Study 2 Allender Forum EHC Wkbk 7-8 DUE Self-care Plan
WEEK 6: October 13	Depression and PTSD Personality Disorders	Wright Losses 1-2 Allender 8-9 Miller 17	Allender Forum
WEEK 7: October 20	Working with Couples I Bi-Polar Disorder	Wright Losses 3-4 Allender 14-15 Miller 12	Case Study 3 Allender Forum
October 27	READING BREAK		
WEEK 8: November 3	Working with Couples II Eating disorders	Wright Losses 5-6 Allender 6-7 Miller 17	That Dragon, Cancer Allender Forum
WEEK 9: November 10	Pornography, technology & Sanct. Addictions: Alcohol	Wright Losses 7-8 Allender 12 Miller 16	Allender Forum
WEEK 10 November 17	Addictions: Drugs and Gambling	Wright Losses 9-10 Allender 13 Miller 16	Prepare Enrich Paper Allender Forum
WEEK 11: November 24	Psychosis, Schizophrenia	Wright Losses 11 Miller 17	Wright Study Q's
WEEK 12: December 1	Discussion of our Class Journey Empathy, Burnout and Self-Care Assessments		
December 10	Premarital Comprehensive Plan due		

*Proposed Guest lectures: Prayer Counselling, Hospital Visitation, Same-Sex Attraction, Dom. Violence

Course Policies/Statements

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)

ACCESSIBILITY STATEMENT

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning 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. Once documented with the Centre for Accessible Learning, a letter will be sent to the student's professor recommending appropriate 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 Centre for Accessible Learning outlined on the website at <https://www.twu.ca/academics/learning-commons/centre-accessible-learning>.

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.

ACADEMIC FREEDOM

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Research Granting Agencies provided in full at the following link: <https://www.twu.ca/academic-freedom-trinity-western-university>. Students should familiarize themselves with both the academic freedom statement and policy found at the Academic Freedom website. In this course, the academic freedom of both the course instructor and students is to be respected. Trinity Western University welcomes a diversity of academic perspectives, both in class discussion and submitted course work, provided they are thoughtfully and respectfully presented. Hate speech will not be tolerated.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus.

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>.

FINAL EXAMINATIONS

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence.”

[2020-2021 Academic Calendar.](#)

LATE ASSIGNMENTS POLICY

PLEASE NOTE

This Pastoral Counselling class is gearing students for Professional Life. Therefore, students are expected to budget their time and anticipate due dates for assignments. Extenuating circumstances will/do happen. Please learn time management skills, create margins in your life, and plan for them. In addition, late assignments create a backlog that effects the timely return of other student papers. Please upload all assignments to Moodle on the due date.

- a) All work is due before class on the day it is due.
- b) Late assignments will be deducted 2% per day. Assignments received after a week after exams (12:00 p.m.) will receive an F.
- c) Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments. Those who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and pay the required fee at the registrar. An incomplete (INC) will be entered on your transcript until all work is completed (15 weeks maximum).

I will do my best to budget my time and return your assignments within 2 weeks of the due date. There are sometimes when I am on other traveling assignments and your papers may take longer to be returned. Well written papers require much less time to grade so please do your part in handing in well written papers.

For philosophical, ethical, and professional reasons, only hand in your best work. Students at a Graduate level are expected to:

- a) Carefully **proofread** all written assignments and to turn in papers free of spelling and grammatical errors.
- b) **Edit** your papers several times so that your thoughts are logical and well organized.
- c) Understand and utilize APA style for all submitted work
- d) Submit papers electronically to Moodle with your name and assignment clearly indicated in the file name (e.g. JHaleyProfIssues). Students should use the “.doc” file extension when submitting papers so that you have no trouble receiving the written feedback in your paper.
- e) All assignments are to be dropped into Moodle. If technology is a challenge, please find someone to help you out: e.g. reduce file size

These factors will be incorporated into the grade. Students with known writing challenges must make full use of the Writing Centre.

TWU WRITING CENTRE

The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process from brainstorming to editing. Live, online writing appointments are available throughout the week by appointment and take place within the Learning Commons appointment booking system. To make an appointment, visit www1.twu.ca/writingcentre. For more information, visit <https://www.twu.ca/writing-centre> or contact writingcentre@twu.ca.