PASTORAL COUNSELING
Zoom Online

Instructor: Rev. Allen Lee, Ph.D.
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Credit: 3 Hours
September 12, 19, 26
October 3, 10, 17
Tuesdays 6:00-10:00 PM EST

SYLLABUS

I. **Course Description**

This course will introduce you to the skills and theory of counseling. There will be a strong practical component in teaching the skills of counseling as well as an in-depth study of the various modern psychotherapies. The course will critique, from a Christian perspective, the merits and concerns of various psychotherapies and the application of them to our ministries.

II. **Course Rationale**

We live in a hurting world. People are looking for answers to their broken relationships, their hurting souls, and their confused ways of thinking. Our goal is to introduce you to skills that will assist you in helping people through a process of healing, wholeness, and health. The integration of counseling theory and Biblical principle will be developed and practiced to increase student’s comfort level.
III. **Course Objective**

A. *Cognitive . . . what you should know and understand*
   1. Learn the theories of modern psychotherapies
   2. Learn and identify effective and appropriate counseling skills
   3. Understand some of the current ethical and legal issues frequently encountered by Counselors.

B. *Affective . . . what you should feel and appreciate*
   1. Develop a sense of concern for the needs of individuals
   2. Examine personal strength/ needs and their impact upon helping skills
   3. Develop a personal mission statement. Examine in the context of career and educational goals.
   4. Reduce the level of discomfort often experienced when first assuming the helping role.

C. *Behavioral . . . what you should experience and do*
   1. Explore the integration of a Biblical psychology and modern psychology into a framework of practice.
   2. Demonstrate an understanding of modern psychotherapies and an ability to apply what you have learned
   3. Apply the fundamental skills for effective interviewing and counseling of individuals
   4. Develop introductory competence in multicultural counseling

IV. **Course Textbooks**

Required:

   (page vi: Video Vignettes)

Recommended:


V. **Course Requirements**

**Reading:** It is expected that you will read the primary text in its entirety. Please be prepared to utilize the text in class discussions. *In addition, please refer to Appendix A: Chapter Question Submission Schedule.*

**Journal:** Increasing self-awareness is a key objective in educating human service professionals, more specifically, Ministers and Counselors. Journals can focus on feelings, thoughts, observations, actions or some combination of these which are collected as you move through your normal daily life. Journal entries will be typed and submitted together. There must be a minimum of 4 substantial (minimum of 1 full page, double spaced) entries per week, during the first 2 weeks of the course.

**Due: September 26**

**Collateral Reading:** You are expected to review one the texts recommended above. Please follow the instructions in Appendix B to document your reading.

Collateral reading grading scale:
- 200 pages = A
- 150 pages = B
- 100 pages = C
- 50 pages = D
- 0 pages = F

**Due: October 3**
Session: Students will work in dyads regularly to develop and enhance foundational intervention and counseling skills (e.g. attending, active listening, empathy, probing, etc.) An experience reflection paper will be written in consideration of the student’s experience as counselor, counselee, and observer-evaluator in the classroom practice sessions. It is recommended that you utilize a journal throughout the semester to log your impressions and responses. The paper is expected to be 3-5 full pages in length, double-spaced.

Due: October 10

*In addition, students will be randomly selected to participate in classroom practice scenarios

Term Paper: This paper provides you with an opportunity to research a particular human struggle that you are likely to encounter in your ministry. Suggested topics include: loss and bereavement, trauma, abuse, physical illness, mental illness, suicide/suicidal thinking, marital separation and divorce, substance dependencies, family crises, or topics of similar importance. The paper should include the following headings:

1. Introduction: including a rational for the significance of the issue
2. Definitions/descriptions/incidence/symptoms/warning signs
3. Theoretical perspectives
4. Psychological perspectives
5. Theological perspectives
6. Possible issues that may impact the dynamics of the counseling relationship
7. Recommended counseling interventions, methods, and spiritual resources
8. How the community of faith can be utilized as an integrated resource in the process of healing
9. Concluding summary of key points that you have learned in writing the paper (e.g. What do you want to remember to do, or avoid doing, in ministering to people in these situations?)

Students are expected to produce a well-researched paper which draws from psychological and counseling literature, in addition to Christian ministry resources. The paper should present not only a concise summary of salient issues in the literature, but also a
critical and insightful appraisal of the literature from a Christian ministry perspective.

The paper is expected to be a 12-15 full pages in length, typed, double-spaced, densely and correctly referenced, using APA reference styles.

Based upon class size, there will be some form of information presentation on October 17.

Due: October 17

VI. Course Grading

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 26</td>
<td>Journal</td>
<td>20%</td>
</tr>
<tr>
<td>October 3</td>
<td>Collateral Reading</td>
<td>10%</td>
</tr>
<tr>
<td>October 10</td>
<td>Session and analysis</td>
<td>20%</td>
</tr>
<tr>
<td>October 17</td>
<td>Term Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly</td>
<td>Chapter Questions</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>10%</td>
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</tbody>
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Class participation includes, but is not limited to, arriving on time, being prepared to involve yourself in class discussion/activities, and making an effort to not be distracting or disruptive to the class.

Important Note:

If the foundational requirements of each assignment are not met (i.e. length, format, etc.), no credit will be granted for the assignment.

All assignments will be submitted by email and are **due one hour prior to class time** on the date indicated in the syllabus or on the dates communicated in class. Assignments turned in past the due date will be assessed a penalty.

VII. Class Format

This class will consist of a combination of lecture, role-plays and practice exercises, as well as, group and class discussion. Your participation in all of these is crucial to your learning. Please come to class prepared and ready to be involved.
## APPENDIX A
### Chapter Question Submission Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter(s)</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12:</td>
<td>Chapter 1</td>
<td>Question 1</td>
</tr>
<tr>
<td></td>
<td>Chapter 2</td>
<td>Questions 1 &amp; 2</td>
</tr>
<tr>
<td>September 19:</td>
<td>Chapter 3</td>
<td>Question 2</td>
</tr>
<tr>
<td></td>
<td>Chapter 4</td>
<td>Questions 2 &amp; 6</td>
</tr>
<tr>
<td>September 26:</td>
<td>Chapter 5</td>
<td>Question 6</td>
</tr>
<tr>
<td></td>
<td>Chapter 7</td>
<td>Questions 2 &amp; 3</td>
</tr>
<tr>
<td>October 3:</td>
<td>Chapter 9</td>
<td>Questions 4 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Chapter 10</td>
<td>Question 1</td>
</tr>
<tr>
<td>October 10:</td>
<td>Chapter 11</td>
<td>Question 1</td>
</tr>
<tr>
<td></td>
<td>Chapter 13</td>
<td>Questions 1 &amp; 10*</td>
</tr>
<tr>
<td>October 17:</td>
<td>Chapter 14</td>
<td>Questions 2 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Chapter 15</td>
<td>Questions 2 &amp; 10</td>
</tr>
</tbody>
</table>

*Question is of a personal nature; thus the response does not need to be submitted. However, there must be a statement of completion submitted with your response to question 1.

The questions are listed under *Chapter Activities* at the end of each chapter in your textbook. The overall grade on your chapter question submissions is 20%, which equates to 1.66% per submission. Grading will be assessed as pass or fail (100 or 0). To receive credit for the submission, the questions should be adequately addressed, but in most cases will not require more than 15-20 minutes, each.
APPENDIX B

This review system is a way of responding to readings that requires the learner to interact with new ideas on several levels. Please use the following format in preparing your reading reviews:

1. **Summary:** After listing author (and chapter, if applicable), summarize what you have read as if you were the author boiling down the book into 500 tight words. Prove that you comprehend the reading by writing a no-nonsense summary. This section is not a commentary or listing of topics, but rather a gut-level, insightful and concise summary of the content.

2. **Concrete responses:** Get vulnerable! In 300 words, relate a personal life episode that this book connected with in your own life experience. Relate your story in first person, describing action, quoting sentences you remember hearing or saying. In the teaching style of Jesus, this is a do-it-yourself parable, case study, confession. You will remember almost nothing you have read unless you make this critical, personal connection. What video memory began to roll? This is your chance to tell your story and make new ideas found in the book your own.

3. **Reflection:** What new questions pop up for you in response to what you have read? Keep a rough note sheet at hand as you read. Begin with questions like, “What would I like further information on?” “Where do I not agree/strongly agree with the author?” or “What bothers me/excites me about this content?” This section should be about 300 words.

4. **Application:** How does information from this book influence how you are going to continue your own personal growth process? What actions or changes are you going to make in your life as a result of your learning? Be precise in summarizing your action steps. Limit these comments to about 500 words.
BIBLIOGRAPHY


