



AMBROSE
SEMINARY

FACULTY OF
THEOLOGY

CC 501 COUNSELING

Fall Semester 2008

Instructor: Dr. Rolf R. Nolasco, Jr.

Office: L2113

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Class Times: Wednesdays, 1:00-3:45

Class Location: L2100

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COURSE OBJECTIVES

The course is an introduction to counselling theory and skills with particular emphasis on pastoral counselling. This includes an introduction to theological and psychological foundations and to issues of integration. A major focus is on skill development. Secular and Christian approaches will be presented and critiqued with a view to implications for Christian counselling. Application will be made to problem management, opportunity development, and spiritual mentoring.

LEARNING OUTCOMES

With the successful completion of this course, you will be able to:

1. Summarize your own journey and growth as you grapple with the theory and practice of counseling, Scripture and Christian experience, and ministry demands and opportunities.
Formation Component: your own spiritual formation will be enhanced by increased self awareness and personal growth as you reflect on, discuss and apply the theories in your skill building teams and in your ministries
2. Articulate and support your position on the place of psychology and of theology in pastoral counseling.
3. Describe the stages of the helping process and the skills necessary at each stage.
4. Demonstrate personal development of these basic counseling skills in discussion, in small group practice, and in videotaped counseling sessions.
Ministry Practice/Formational Component: your understanding of and practice of counseling skills will enhance your ministry effectiveness and will be evidenced both in your team work and in your written reflections.

5. List the key concepts and critique the strengths and weaknesses of the major schools of counseling—Christian and mainstream approaches.
6. Summarize the major issues that impact cross-cultural counseling.

TEXTBOOKS

- Benner, David (2004). **The Gift of Being Yourself: The Sacred Call to Self-Discovery.** IVP:IL [B]
- Kornfeld, Margaret (2000). **Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities.** Continuum:NY [K]
- Nelson-Jones, Richard (2004). **Introduction to Counseling Skills: Texts and Activities.** 2nd Ed. Sage:CA [NJ]

CLASS SCHEDULE	Reading Schedule	Due Date
September 17	[B] Foreword-Preface [K] Chapter 1 [NJ] Chapter 1-2	
September 24	[B] Chapter 1 [K] Chapter 2-3 [NJ] Chapter 3-5	
October 1	[B] Chapter 2 [K] Chapter 4 [NJ] Chapter 6-8	
October 8	[B] Chapter 3 [K] Chapter 5 [NJ] Chapter 9-10	Practice Skills
October 15	[B] Chapter 4 [K] Chapter 6 [NJ]Chapter 11-13	
October 22	[B] Chapter 5 [K] Chapter 7 [NJ]Chapter 14-15	Video Tape #1
October 29	[B] Chapter 6 [K] Chapter 8 [NJ]Chapter16-17	
November 5	[B] Epilogue [K] Chapter 9	

	[NJ]Chapter 18-20	
November 12	[K] Chapter 10 [NJ]Chapter 21-22 [K] Appendix B-C	
November 19	No Class	Video Tape #2
November 26	[NJ]Chapter 23-24 [K] Appendix D [NJ]Chapter 25-26	Pastoral Care Case
December 3	[K] Appendix E [NJ]Chapter 27 Retrospective & Prospective	On Being A Counselor

REQUIREMENTS

1. Skills Development Exercises: Triad Participation & Practice of Counseling Skills

Each student must participate in classroom groups, take part in role-plays, be willing to counsel others in their role-play, and receive constructive feedback from peers and course instructor with regard to counseling technique and skills displayed in class.

Each student will get a chance to work with two other students. In the triads each student will take a turn in playing the role of a Counselor, Counselee, and Observer. Over the course of the semester, each student in the triad will be asked to conduct **two (2) video-taped role-play counseling sessions** (50 minutes in length). After each video-taped role-play, the observer will give feedback concerning the use and application of basic counseling skills. Students will be randomly asked to present their video in the next class.

2. Write a **10-15 page paper** on the theme “**On Being a Pastoral Counselor**” culled from interview, research, and personal reflection-analysis. This is a two-stage process:

Stage I: Keep an on-going **diary** of your thoughts, feelings, reflections and analysis on your evolving awareness and understanding of **who you are as a Person and Counselor-Minister**.

Stage II: Interview a “minister-pastor who is involved in some type of pastoral counseling” regarding issues listed below.

- a. What is it like performing the task of pastoral counseling?
- b. What does he/she do to prepare him/herself for the task of counseling?

- c. What are some of the challenges he/she has faced in providing pastoral counseling and ways he/she has dealt with them?
- d. How does he/she understand what it means to be a pastoral counselor?
- e. How does this understanding shape his/her encounters with those needing counsel?

Analyze these responses, along with your own personal take on the questions above and in light of Benner's own formulations regarding what it means to be person. Weaving together these sources of data (interview, research, and diary) will hopefully provide students with a reflective and informed understanding of the personhood of the counselor. Citations from your literature review-interview and course readings must be distributed evenly throughout the paper. Include a bibliography.

3. Write (7-10 pages) and present a "Pastoral Care Case." Briefly, pastoral care case is an account of your experience (feelings, thoughts, behavior, memories etc.) providing care and counseling to someone in the church using the following format:
 - (1) **Title:** the main theme of the case (e.g. Average Joe's Bereavement)
 - (2) **Two-Part Introduction:**
 - Part One:* introduce yourself as the author of the case (including such information as age, sex, race, marital status, position in the church—as a member, pastor, lay leader etc.—or any other important information that will be helpful for the readers to know about you regarding the case.
 - Part Two:* provide an overview of what you perceive to be the main issue/theme of the case
 - (3) **Ministry Setting:** Describe the "context" in which the ministry occurred. These are social descriptors or variables that locate the ministry within a larger social or communal settings.
 - (4) **The Characters:** identify basic information (age, sex, racial or ethnic background, type of involvement in the church, or seminary, etc.) about the person who is participating in the pastoral care. As a case writer, what is the nature of your relationship with the participant?
 - (5) **Event:** Tell what happened during the pastoral care, including your interpretation and evaluation of the event. Identify two issues you need feedback on or help with? What actions have been proposed? How might you handle the case differently? What resources would you need to better care for them?
 - (6) **Theological Reflection:** Reflect theologically on role of pastoral counseling in the overall ministry of the church.

GRADING

Attendance & Class Participation	15%
Counseling Skills	35%
On Being a Counselor Essay	25%
Pastoral Care Case	<u>25%</u>
	100%

Please Note:

- Assignments may be turned in at the beginning of the class the day they are due or to the Receptionist on 6th floor prior to the due date. Assignments not submitted on the due date will be penalized by the loss one of grade increment for each school day they are late (e.g. from A to A-), unless an extension has been approved.
- Last day to enter course without permission and to withdraw from course and receive tuition refund: **September 26**
- Last day to withdraw from the course or change to audit without academic penalty: **November 21**