

Course ID:	Course Title:	Fall 2017
CC-501-1	Introduction to Counselling	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Monday	Instructor:	Laura Vander Velden, Ph.D (ABD), MA, BRE	First day of classes:	Wed., Sept. 6
Time:	9:00am- 12:00pm	Email:	Laura.VanderVelden@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 17
Room:	A2212	Phone:	N/A	Last day to request revised exam:	Mon, Oct. 23
Lab/ Tutorial:	N/A	Office:	N/A	Last day to withdraw from course:	Mon, Nov 13
		Office Hours:	Available after class (12-1), or by appointment.	Last day to apply for coursework extension:	Mon, Nov 20
Final Exam:	N/A			Last day of classes:	Mon, Dec 11

Course Description:

An introduction to counselling theory and skills with emphasis on pastoral care and counselling settings and a major focus is on skill development. An integration of secular and Christian approaches will be presented and critiqued with a view to implications for Christian counselling. Application will be made to specific individual and family counselling issues encountered in Christian community as well as exploring appropriate referral processes and resources. Current and traditional therapy approaches and how they can be integrated into pastoral settings will be reviewed. As well, understanding the roles, ethics, cultural differences and counselor self-care inherent in effective pastoral counselling and care will be emphasized.

Students arrive with varying levels of experience with and aptitude for counseling, and with diverse goals for future ministry. This course is a *broad introductory survey* of the counselling field, with the hope that students will integrate these basics into their own contexts and develop intentional goals for future growth as Christian helpers.

Expected Learning Outcomes:

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

1. Articulate your developing philosophy of integration between Christian theology and modern psychology, particularly as it pertains to the context of your present or potential ministry practice (pastoral work, chaplaincy, etc.).
2. Thoughtfully assess and display increasing self-awareness in regard to your own abilities and limitations as you explore the theory and practice of counselling, Christian helping ministries, and your role as a minister of the Gospel.
3. Understand the stages of the helping process and demonstrate an increasing level of competence in using basic helping skills intended for use in short term counseling and pastoral care.
4. Display a basic working knowledge of several significant aspects of counselling (for example, crisis and trauma, grief, ethical standards, boundaries, cultural considerations, etc.) and develop the ability to integrate and apply these to your work as a helper who is committed to developing holistic care networks for yourself and for those under your care.

Required Textbooks:

Benner, David G. (2013). *Strategic Pastoral Counseling: A short-term structured model*, 2nd ed. Grand Rapids: Baker Academic.

Clinebell, Howard John. (2016). *Basic types of pastoral care and counseling: Resources for the ministry of healing and growth*, 3rd ed. Updated and revised by Bridget Clare McKeever. Nashville: Abingdon Press.

van Deusen Hunsinger, Deborah. (2015). *Bearing the unbearable: Trauma, gospel and pastoral care*. Grand Rapids: Eerdmans.

Course Schedule:

DATE:	TOPICS:	READINGS AND ASSIGNMENTS DUE:
September 11	Orientation and Syllabus Review Introduction to the Helping Process	Clinebell, ch. 1 Benner, ch. 1,2
September 18	Worldview and Theological Integration in Counseling The Person of the Counselor	Clinebell, ch. 2, 3
September 25	Grief, Loss and Transition Lament as Pastoral Care	Clinebell, ch. 9
October 2	Introduction to Basic Counseling Skills Skills Workshop	Clinebell, ch. 4
October 9	<i>Thanksgiving (no class)</i>	N/A
October 16	Three Stages of Helping Skills Workshop	Clinebell, ch. 5 Benner, ch. 3, 4
October 23	Short Term Counseling and Holistic Care Treatment Planning Group Work	Clinebell, ch. 6, 16 Benner, ch. 5 Reflection Paper Due
October 30	Crisis and Trauma Counseling Trauma Text Seminar	Clinebell, ch. 7 van Deusen Hunsinger, all
November 6	<i>Seminary Module Week (no class)</i>	N/A
November 13	Spiritual Interventions and Ethics Skills Workshop	Clinebell, ch. 10, 11
November 20	Boundaries and Self-Care Group Presentations	Clinebell, ch. 19
November 27	Basics of Psychopathology Group Presentations	Clinebell, ch. 8
December 4	Marriage and Family Dynamics Group Presentations	Clinebell, ch. 12, 13 Case Concept/Treatment Paper Due
December 11	Cultural Considerations Group Presentations	Clinebell, ch. 17

Requirements:

1. Attendance & Class Participation:

Class participation includes large group interaction based on lecture material, small group interactions, and an extended seminar-style discussion on van Deusen Hunsinger's text, *Bearing the Unbearable* (see Moodle for a guide on how to prepare for the seminar). Students are expected to contribute thoughtfully and respectfully throughout the semester, opening space to hear one another's voices.

2. Counselling Skills Workshops:

During *three* classes, students will be required to participate in small group (dyad/triad) role playing exercises in order to develop and improve basic helping skills. Students will alternately participate as client, counsellor and observer-coach, receiving constructive feedback from peers and instructors (additional supervising instructors will be present on workshop days). It is understood that students have varying levels of experience with and aptitude for counselling-type ministries, but all students will be expected to participate and grow in their implementation of these skills; students are not required to be "experts" at any point, but earnest effort and personal growth as helpers is expected. Absence on these days will result in a loss of 6% per workshop.

Planned Workshop Dates: October 2nd, October 16th, November 13th. (Note: In extenuating circumstances, these dates may need to be changed. In this case, prior notice will be given to all students via email)

3. Reflective Essay:

Students will write a short self-reflective essay describing their journey and direction as Christian helpers. In 4 pages, you will: (1) summarize your past experience with helping or counselling ministry, (2) evaluate your perceived aptitude, skill level and limitations as a counsellor, (3) briefly discuss your anticipated/current role pertaining to helping ministry, and (4) outline an individually tailored plan with the intent of "growing into" your role as a Christian helper—what additional training, personal growth, and/or experience is needed, and how might this be gained beyond the scope of this course? Minimum of 3 sources required.

Due: October 23rd

4. Case Conceptualization/Treatment Planning Paper:

Based on a case study (you may use one of the cases provided by the instructor on Moodle, OR a pre-approved case of your choice), students will submit an 8-10 page paper including the following elements:

- *Who is the helpee/client?* Provide an initial description and short biography of the helpee/client (1pg.)
- *What is the problem and its context?* Provide an assessment of the helpee's/client's presenting problem(s) (if multiple issues, choose one primary problem to focus on), etiology, and strengths/coping skills. (1-2 pgs.)
- *Who and where are you?* Provide an analysis of your own potential/current ministry context (pastor, chaplain, etc.), describing the relative strengths, weaknesses and risks of your role for working with this person, along with any potential boundary or ethical issues that need to be considered. (2pgs.)
- *What can/will you provide?* Based on your conceptualization and context, outline a short-term counselling treatment plan (accomplishable in 3-5 sessions). Describe the specific goals of treatment (2-3 main goals in reference to the primary problem) and several corresponding interventions which might help facilitate the achievement of these goals. Include a brief rationale for the goals and interventions you chose. (2-3 pgs.)
- *What else might the helpee/client need?* Provide a broader referral-based plan which considers longer term holistic care: what additional resources (medical, social, spiritual, etc.) would be of benefit (and why), and are there any potential obstacles to developing a network of care for this individual? (1-2 pgs.)

* Additional details for the completion of this paper will be provided in class. Minimum of 6 sources required.

Due: December 4th

5. Integrative Group Presentation:

In pairs, students will complete a research-based project which focuses on multi-disciplinary research and integrative skill in relation to a particular topic of interest/relevance to your own practice of Christian helping/counselling. You will have considerable leeway and may choose from a breadth of topics and issues in counselling, but your topic/idea must be submitted on Moodle by *October 2nd* for review (proposals will be accepted or discussed/modified via email the following week). Based on readings, lectures, class discussion, personal and critical reflection, and research, each group is required to give a 30-35 minute presentation on their topic, with an additional 10-15 minute question/discussion period to follow each presentation. Your topic needs to involve multiple possible perspectives or positions with regard to its truth value in counselling and the Christian worldview (for example, the topic of “anxiety” will engender diverse perspectives in secular psychology as compared to biblical or theological studies, and the goal is to work through the various perspectives in a thoughtful and critical manner in order to discern and describe the nuances and complexity of Christian counselling ministry). After giving a brief description and overview of your topic, your presentation should discuss the following kinds of questions:

- What was your initial perspective on this topic (prior to beginning your study), and what do you think your perspective was guided/informed by?
- What has your church tradition and/or broader socio-cultural upbringing had to say about this topic? Has the issue been contentious? Have your “social circles” ever changed/shifted their perspectives? When/why?
- What might the Bible have to say about this topic, either directly or implicitly? How has the Bible been referenced in relation to this topic (provide multiple interpretations if possible, including those you may not agree with)? What theological/doctrinal convictions and beliefs are relevant to this topic?
- What do modern (secular) psychologists say about this topic? Provide an overview of this topic according to contemporary scholarship in the field. What perspective(s) do researchers and practitioners hold, and upon what are these perspectives based?
- What are the (real or potential) areas of tension/difference and congruence/resemblance between the various inter-disciplinary perspectives on this topic?
- What are your (tentative) conclusions or convictions after working through the various perspectives? In what ways have your own perspectives been challenged, confirmed, or disrupted by this study? What has become more apparent to you? What has become less clear?
- As a Christian counsellor/helper, what are the implications of this study for your practice/ministry? What risks of harm are present if/when this topic is misunderstood or misused in practice, and what might be done to protect against misuse? On the other hand, what do you think is an appropriate, helpful and even truthful perspective regarding this topic in practice, even if tentative and ongoing evaluation is needed?

Examples of possible topics: depression or anxiety, anger, suicide, sin and psychopathology, LGBTQ, addictions, partner abuse and forgiveness/reconciliation, trauma and recovery, theories of treatment (choose 1-2: cognitive-behavioural, person-centered, emotion focused, eye-movement-desensitization and reprocessing, etc.)

Due: Varied (Nov. 20-Dec. 11)—written copies of your project, including references and bibliography, are due on the day of your group’s presentation. Please submit a paper copy to the instructor prior to your presentation. These can be in paragraph or point form, but should thoroughly cover the material used in the presentation. If you plan to use powerpoint for your presentation or need paper copies of your outline distributed to the class, please indicate this in your proposal. A minimum of 8 sources is required for this project.

Proposal is due October 2nd—1-2 pages briefly describing your proposed topic and your rationale for choosing it.

Evaluation:

Attendance & Class participation	12%
Counselling Skills Workshops	18% (6% each x 3 workshops)
Reflective Essay	15%
Case Concept Paper	30%
Integrative Group Presentation	<u>25%</u>
	100%

Submission of Written Assignments:

Written assignments are to be submitted on Moodle prior to class on the due date, except for the group presentation, which must be submitted in paper form prior to presenting. Papers are to be formatted according to **APA** style guidelines. APA is the standard for written communication in counseling and psychology. For assistance, please reference the *Concise Rules for APA Style*, 6th ed. (in the library), online resources (<https://apastyle.org/learn/tutorials/index.>), or the student writing center. Assignments not submitted according to the above time/date guidelines will be penalized by the loss of 1/3 of a letter grade for each school day they are late (ex. A to A-), to a maximum of 5 school days, at which time an F will be the grade.

Additional Attendance and Participation Issues:

Attendance is mandatory for this class and participation in large and small group discussion are a part of your grade. In addition, the emphasis on skills development make attendance particularly important on 'workshop' days when we will be spending extended periods practicing basic counseling skills in small groups. Additional supervisors will be present on these days to facilitate learning.

It is expected that mutual respect will be displayed between students, the instructor, and any guest speakers. This includes verbal and non-verbal communication in class, and is particularly important in light of the sensitive subject matter discussed in some classes. It is also expected that confidentiality will be observed in regard to what is shared amongst students during class discussion and during counseling skills workshops.

Grade Summary:

<u>Letter Grade</u>	<u>Description</u>	<u>Percentage</u>
A+		97-100%
A	Excellent	94-96%
A-		90-93%
B+		87-89%
B	Good	83-86%
B-		80-82%
C+		77-79%
C	Satisfactory	73-76%
C-		70-72%
D+		65-69%
D	Minimal Pass	60-64%
F	Failure	<59%

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and/or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.