

Course ID:	Course Title:	Fall 2021
CC501	Introduction to Counselling	Prerequisite: NA
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Sharon Pham, PhD, RPsych	First Day of Classes:	September 8, 2021
Days:	Thursdays	Email:	sharon.pham@ambrose.edu	Last Day to Add/Drop:	September 19, 2021
Time:	1:30-4:15 PM	Phone:	403-410-2000	Last Day to Withdraw:	November 22, 2021
Room:	A2212	Office:	NA	Last Day to Apply for Extension:	November 23, 2021
Lab/Tutorial:	NA	Office Hours:	By appointment	Last Day of Classes:	December 13, 2021
Final Exam:	No Final Exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

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 counsellor self-care inherent in effective pastoral counselling and care will be emphasized.

Expected Learning Outcomes

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

1. Summarize your own journey and growth as you explore the theory and practice of counselling, 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 upon, discuss, and apply the theories during in-class exercises and in your present and potential ministries.*

2. Articulate and support your position on the place of psychology and theology in pastoral counselling, emphasizing the critical role of hope and grace in the care of people.
3. Describe and understand the stages of the helping process and practice the skills necessary at each stage.
4. Demonstrate development and understanding of basic counselling skills through small group practice, discussion, and videotaped counselling sessions. *Ministry Practice/Formational Component: your understanding and practice of counselling 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 several mainstream schools/approaches of counselling which can be used in a pastoral setting.
6. Understand and integrate issues that impact cross-cultural counselling.

Required and Recommended Textbooks and Readings

Kornfeld, M. (2001). *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. Continuum: NY. [K]
 Nelson-Jones, R. (2016). *Basic Counselling Skills – A Helper’s Manual*. 4th Ed. Sage: CA. [NJ]

***Additional readings may be assigned by the professor throughout the course.*

Course Schedule

Date	Topic & Required Readings	Assignment Due
September 9	Orientation and syllabus review	
September 16	Setting the stage; preparing to counsel [K] Chapters 1, 2 [NJ] Chapters 1 – 3	
September 23	Knowing oneself [K] Chapter 3 [NJ] Chapters 4 – 6	
September 30	Listening [K] Chapter 3 (cont’d), 4 [NJ] Chapter 7, 8	Journal #1
October 7	Preparing and responding [K] Chapter 5 [NJ] Chapter 9	

October 14	Solution-focus; summarizing [K] Chapter 6 [NJ] Chapter 10	
October 21	Life's beginnings; questioning [K] Chapter 7 [NJ] Chapters 11	Journal #2
October 28	Life's endings; responding [K] Chapter 8 [NJ] Chapters 12, 13	
November 4	Common issues; self-disclosing and referring [K] Chapter 9 [NJ] Chapter 14, 15	On Being A Counsellor paper
November 11	No class	
November 18	Self-care; problem-solving [K] Chapter 10 [NJ] Chapters 16, 17	Journal #3
November 25	Depression/anxiety; cognitive- behavioural approach [NJ] Chapters 18 – 20	
December 2	Ethics [NJ] Chapters 21 – 23	Video tape
December 9	Wrapping it up; ending TBA	
December 16	No class	Pastoral Care Case paper

Requirements:

1. Skills Development Exercises: Diad/Triad Participation & Practice of Counselling Skills

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

Each student will get a chance to work in diads and triads with other students. In these groups each student will take a turn in playing the role of a Counsellor, Counsellee, and Observer using in-class exercises. Students may also be asked to participate in role plays with the course instructor and in reflecting teams.

Video Case Assignment. Over the course of the semester, each student will pair up with another student and conduct one **video-taped role-play counselling session** (50 minutes in length) based on approved case study options. For each video-taped role-play, both students will give written feedback concerning their use and application of basic counselling skills and counselling theory.

2. Journal Assignments

Three journal assignments will be completed and submitted throughout the semester reflecting on specific questions related to readings and counselling skill development.

3. Write a **7-10 page paper** (double spaced) on the theme **“On Being a Pastoral Counsellor”** culled from an interview, research, and personal reflection-analysis. Include an introduction and conclusion paragraph or statement as part of your paper. This is a two-stage process:

Stage I: Interview a “minister-pastor” who is involved in some type of defined/specific pastoral counselling relevant to questions issues listed below (You may design/include some of your own questions as well).

Include their specific role and background (experience and education) and length of time in this role. Ensure the interviewee is offered a copy of your paper when it is complete and is assured of the confidentiality of his/her responses. Discuss whether a pseudonym is appropriate or requested and give option to the pastor/counsellor to have a copy of your questions **before** the interview to ensure adequate time to prepare/reflect on answers. Summarize or quote pastor responses to each question which you will then refer to when you critique, reflect upon, and evaluate them in your analysis (stage II)

- a. What do you see as your/the role of the pastoral counsellor in your particular ministry setting?
- b. How does he/she understand what it means to be a pastoral counsellor and how is this role the same/different from a professional counsellor?
- c. How does this understanding shape/define his/her encounters with those needing counsel?
- d. What are your specific strengths and weaknesses in performing the task of pastoral counselling?
- e. What skills do you wish you knew/had when you began pastoral counselling and what did you need to learn on the job (trial-and-error or mentoring)?
- f. What does he/she do (formally or informally) to prepare him/herself for the task of counselling? e.g., pre-screening clients, setting, self-care, boundaries, prayer, supervision, etc.
- g. What are some of the challenges he/she has faced in providing pastoral counselling and ways he/she has dealt with them? e.g., dual relationships, referrals, supervision, cross-cultural issues, physical setting, confidentiality, multi-level presenting problems, termination, boundaries, burnout, role expectations (both internally and from client(s))
- h. What self-care boundaries and strategies seem evident/lacking?
- i. What ethical dilemmas does/has this counsellor experience(d) in his/her work?

Stage II: Analyze these responses, along with your own personal evaluations/reflections on the questions/answers in light of what you are learning in class and what you will or will not potentially integrate

into your personal counselling style and role. Proper pastor quote formatting and citations from class lectures, interview, and course readings must be distributed evenly throughout the paper. Include a bibliography.

4. Write (7-10 pages) and present a “Pastoral Care Case.”

Briefly, the pastoral care case is an account of your actual or potential experience providing care and counselling to someone in the church or related ministry setting using the following format:

(1) Title: the main presenting theme of the case (e.g. bereavement, crisis counselling, marital affair)

(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 reader to know about you regarding the case.

Part Two: provide an overview of what you and the client(s) perceive to be the main presenting issues of the case.

(3) Congregational Setting: provide social descriptors (name of the church or organization, size, age distribution, racial and ethnic makeup etc.), theological orientation of the church/organization, and a discussion of how congregation members might relate to the main theme-issue of the pastoral case.

(4) The Characters: identify basic information about the person(s) who is participating in the pastoral care (no name or use pseudonym). How is this person(s) related to the church or counselling setting? What do you know about the present relationships of the person(s) and their participation in the church? (Genogram could be resource use if appropriate.) As the case writer, what is the nature of your relationship with the participant(s)?

(5) Case management: Explain the potential or actual counselling provided, including referral to you, assessment, past experience of professional or pastoral counselling, number of sessions, client(s) issues, goal(s), homework, feedback, outcome. Include your interpretation and evaluation of the case counselling process. What counselling theory(ies) discussed in class did you use, if any? Give examples of three basic counselling skills used in your work with the client. Identify two issues (ethical, theological, or other) you need feedback on or help with. How might you handle the case differently? What resources would you need to better care for the counsellee(s)?

(6) Theological Reflection: Reflect on the role of the pastoral counselling in the overall ministry of the church or related organization.

Evaluation:

Attendance & Class participation	10%
Journals	15%
Counselling Skills and video presentation	25%
On Being a Counsellor Essay	25%
Pastoral Care Case	<u>25%</u>
	100%

Submission of Assignments:

All journal assignments and papers must be submitted via email to the professor on or before the due date and **prior to the commencement of class on the date due**. The final video assignment must be submitted via electronic link by the due date. More instructions will be provided in class. Late assignments or requirements for special consideration on deadlines must be discussed with the professor prior to assignment deadlines.

Attendance:

This is a skills development class based on participation in groups. Attendance is mandatory and attendance and class participation is worth 10% of the final grade.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Grading Scheme:

97-100% = A+	87-89% = B+	77-79% = C+	60-69% = D
93-96% = A	83-86% = B	73-76% = C	< 60% = F
90-92% = A-	80-82% = B-	70-72% = C-	

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 Important Policies & Procedures:

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.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. 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.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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