



CC 501-CL INTRODUCTION TO COUNSELING

Fall Semester 2011

Instructor: Rev. Dr. Chun-An Wang,
Senior pastor of North York Mandarin Alliance Church

Class Times: October 15-19 8:30 am - 4:30pm

Class Location: ?

Email Address: bwang@ambrose.edu

COURSE DESCRIPTION

An introduction to counselling theory and skills with particular emphasis on pastoral care and 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.

FURTHER COURSE INFORMATION

This course introduces the three major paradigms of pastoral care in church history: classical, clinical and communal-community paradigm. We will discuss their strengths and weaknesses, theological concerns, scientific evidence, and how they are applied in the contemporary pastoral and Chinese cultural setting. A second focus of this course is on skill development and understanding the theological foundation, the roles, ethics, spirituality and self-care inherent in effective pastoral counseling.

TEXTBOOKS

David G. Benner, Care Of Souls: Revisioning Christian Nurture and Counsel, 1998, Baker Books(Chinese Edition, 2002 by Logos Publishers Ltd)

Stanton L. Jones & Richard E. Butman, Modern Psychotherapies: a comprehensive Christian appraisal, InterVarsity Press, Downers Grove, IL, 1991(Chinese Edition, 2004 by China Evangelical Seminary Press)

COURSE OUTLINE

October 15

The Groundwork : Theological and Scientific Foundation
The Basic Skills of Helping Communication

October 16

Introduction of the Classical Paradigm: Care of Soul

Stage I of the Helping Model: The Journey into Self Exploration

October 17

Introduction of the Clinical Paradigm: Psychotherapy
Stage II of the Helping Model: The Depth of Self-Awareness

October 18

Introduction of the Systemic Paradigm: Family and Marriage Therapy
Stage III of the Helping Model: Decision Making

October 19

Theological, Ethics, and Self-Care Issues
Stage IV: Making It All Happen

EXPECTED LEARNING OUTCOMES

- 1. Gain knowledge of the Christian church tradition of pastoral care**
- 2. integrate Christian thinking with modern counseling theory**
- 3. build basic helping skills and ethical awareness**

REQUIREMENTS

1. Pre-Course Readings

Before the course begins, student must read the two textbooks thoroughly and write two 3-page reflections on each book.

2. 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, participate in reflecting teams 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 in triads with two other students. In the triads each student will take a turn in playing the role of a Counselor, Counselee, and Observer using in class exercises. As well students will be asked to participate in role plays with the course instructor as counselee and in reflecting teams.

Case Study:

Simulation cases will be provided to students after each paradigm have been introduced. Students must learn to apply each paradigm to each case. These case studies will be role played during class and will be graded.

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

Stage I: Interview a “minister-pastor” who is involved in some type of defined/specific pastoral counseling relevant to questions issues listed below (You may design/include some of your own as well). 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 pseudo interview name is appropriate or requested and give option to the pastor/counselor to have a copy of your questions before the interview to ensure adequate time to prepare/reflect on answers.

- a. What do you see as your/the role of the pastoral counselor in your particular ministry setting?
- b. How does he/she understand what it means to be a pastoral counselor and how is this role the same/different from a professional counselor?
- 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 counseling?
- e. What skills do you wish you knew/had when you began pastoral counseling 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 counseling? Prescreening clients, setting, self care, boundaries, prayer, supervision, etc.
- g. What are some of the challenges he/she has faced in providing pastoral counseling and ways he/she has dealt with them? ie. dual relationships, referrals, supervision, cross-cultural, counseling issues, physical setting, confidentiality, multi level presenting problems, termination, boundaries, burnout, institutional press, role expectations (both internally and from client(s))
- h. What self care boundaries and strategies seem evident/lacking in the counselor interviewed?
- i. What ethical dilemmas does/has this counselor experience(d) in his/her work?

Stage II Analyze these responses, along with your own personal evaluations/reflections on the questions in light of what you are learning in class and what you will or will not potentially integrate into your personal counseling style and role. Citations from class lectures, interview and course readings must be distributed evenly throughout the paper. Include a bibliography.

4. Write (5-7 pages) and present a “**Pastoral Care Case.**”

Briefly, pastoral care case is an account of your actual or potential experience providing care and counseling 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 counseling, 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: social descriptors (name of the church or organization, size, age distribution, racial and ethnic make up 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. How is this person(s) related to the church or counseling setting? What do you know about the present relationships of the person(s) (and FOO) and their participation in the church? As the case writer, what is the nature of your relationship with the participant(s)?

(5) Case management: Explain the potential or actual counseling provided, including referral to you, assessment, past experience of professional or pastoral counseling, number of sessions, client(s) issues, goal(s), homework, feedback, outcome. Include your interpretation and evaluation of the case counseling process. What counseling theory(ies) discussed in class did you use if any. Give examples of 3 basic counseling skills used in client dialogue. 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 counselee(s)?

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

GRADING

Pre-course reading and papers	20%
Attendance & Class Participation	10%
Counseling Skills and case study	20%
On Being a Counselor Essay	25%
Pastoral Care Case	<u>25%</u>
	100%

Please Note:

- Assignments may be submitted online before the due date, January 31, 2012. Assignments not submitted on the due date will be penalized by the loss of 10% for each day they are late and to a maximum of 7 days unless an extension has been pre-approved.

- Last day to enter course without permission and to withdraw from course and receive tuition refund: October 15 at 12:00am.
- Last day to withdraw from the course or change to audit without academic penalty: October 16 at 12:00pm

Grading: The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Important Notes/Dates:

The last day to enter a weeklong course without permission and /or voluntary withdrawal from a course without financial and academic penalty (**drop**): 4 PM of the first day of classes. Dropped courses will not appear on the student’s transcript. If you wish to drop a class, please drop by the Registrar’s Office or send an email to registrar@ambrose.edu.

Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, which began in the 2010-2011 academic year. If you wish to change to audit, please drop by the Registrar’s Office or send an email to registrar@ambrose.edu.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**): 1 pm on the fourth (4th) day of your class. A grade of “W” will appear on the student’s 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.

Other

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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic

devices during class. Laptops should be used for class-related purposes only. Please 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. 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 Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

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 College 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 give credit 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 and the Student Handbook 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.

Students are advised to retain this syllabus for their records.