GORDON ✠ CONWELL
THEOLOGICAL SEMINARY

PC511 Pastoral Counseling | Summer 2020

Prof. Daniel Reyes
dreyes@gordonconwell.edu

Credit Hours: 3
This course occurs completely online with no scheduled classroom time. This course follows a weekly schedule that runs for 14 Weeks from Monday, May 18, through Monday, August 24, 2020. A week in this course begins on Tuesday and ends on Monday. You will have required activities due on certain days each week.

Course Information

Office Hours

Your instructor is available for email correspondence. If you have a question about the course, you can contact your instructor via email.

Technical Support

Gordon-Conwell Theological Seminary offers technical support during regular business hours. If you have a technical issue with your course, please email servicedesk@gordonconwell.edu.

Course Description

Basic preparation for the complex task of pastoral care and counseling. The focus is upon the pastor in the congregational setting.

Gordon-Conwell Mission

This course satisfies the following institutional learning objectives:

- Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry.
- Article 5: To provide leadership and educational resources for shaping an effective evangelical presence in Church and society.
- Article 6: To develop in students a vision for God's redemptive work throughout the world and to formulate the strategies that will lead to effective missions, evangelism and discipleship.

Course Learning Objectives

Upon successful completion of this course, students will

1. Formulate a biblical and theological foundation for the practice of pastoral counseling.
2. Integrate the biblical, theological, and psychological structures operative in a whole person model of development.
3. Develop frameworks for understanding typical pastoral counseling issues.

4. Develop fundamental counseling skills for effective pastoral counseling including evaluation of individuals, couples and families to determine the severity of the problems being faced; pastoral diagnosis of personal and relational problems; effective listening skills for pastoral care and counseling and relational skills for a variety of ministry settings.
5. Demonstrate a clear understanding of spiritual nurture and the process of follow-up as well as self-care and boundary setting.
6. Evaluate and construct a network of professional and community resources for comprehensive care of counselees.

Weekly Lessons

Over 14 weeks, you will cover the following lessons:

- Lesson 1 (Weeks 1-2): Introduction
- Lesson 2: Listening & Basic Counseling Skills
- Lesson 3: Integration and Crisis Counseling
- Lesson 4: Grief and Loss
- Lesson 5: Anxiety, Stress and Depression
- Lesson 6: Suicide Prevention
- Lesson 7: Anger and Aggression
- Lesson 8: Lifestyle
- Lesson 9: Addiction
- Lesson 10: Marriage, Divorce and Remarriage
- Lesson 11: Abuse and Violence, Spiritual Warfare
- Lesson 12: Guidelines for Confidentiality and Referral
- Lesson 13: Pastoral Self-Care

Required Materials

Before enrolling in this course, you must ensure that you have regular access to the required materials you will use in this course.

Reading

You are required to complete **1,370 pages** of reading for this course:

In the area of pastoral counseling, read 630 pages from the first list below, and 370 pages chosen from the second list. Links are provided to the Gordon-Conwell library record for each book; click through to see availability of eBook versions through the Digital Theological Library.

> **Required**:
>
> - Johnson, W.B. and W.L. Johnson. *The Minister's Guide to Psychological Disorders and Treatments.* New York: Routledge, 2014.
>   https://gordonconwell.on.worldcat.org/oclc/866936028

- Mason, Karen. *Preventing Suicide: A Handbook for Pastors, Chaplains and Pastoral Counselors.* Downers Grove, IL: InterVarsity Press, 2014.
  https://gordonconwell.on.worldcat.org/oclc/880831192
- Swetland, Kenneth L. *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations.* Grand Rapids, MI: Kregel Publications, 2005.
  https://gordonconwell.on.worldcat.org/oclc/56419712

Read an additional 370 pages from this list:

- Benner, David G. *Strategic Pastoral Counseling: A Short-Term Structured Model.* Grand Rapids, MI: Baker Academic, 2003.
  https://gordonconwell.on.worldcat.org/oclc/51804759
- Egan, Gerard. *The Skilled Helper.* Belmont, CA: Brooks/Cole, 2014.
  https://gordonconwell.on.worldcat.org/oclc/847245712
- Kollar, Charles Allen. *Solution-Focused Pastoral Counseling.* Grand Rapids, MI: Zondervan, 2011. https://gordonconwell.on.worldcat.org/oclc/36133273
- Miller, William R. and Kathleen A. Jackson. *Practical Psychology for Pastors, 2nd edition.* Eugene, OR: Wipf & Stock Publishers, 2010.
  https://gordonconwell.on.worldcat.org/oclc/31133746

In the area of integration, you are required to complete 364 pages:

Required:

- McMinn, Mark R. and Timothy R. Phillips, *Care for the Soul: Exploring the Intersection of Psychology & Theology.* Downers Grove, IL: InterVarsity Press, 2001.
  https://gordonconwell.on.worldcat.org/oclc/45668849

If interested, you may also want to read:

- Carter, John D. and Bruce Narramore. *The Integration of Psychology and Theology.* Grand Rapids, MI: Zondervan: 1979.
  https://gordonconwell.on.worldcat.org/oclc/5126275
- Collins, Gary R. *The Rebuilding of Psychology: An Integration of Psychology and Christianity.* Carol Stream, IL: Tyndale House Publishers, 1977.
  https://gordonconwell.on.worldcat.org/oclc/3253685
- Farnsworth, Kirk E. *Wholehearted Integration: Harmonizing Psychology and Christianity through Word and Deed.* Grand Rapids, MI: Baker Publishing Group, 1985. https://gordonconwell.on.worldcat.org/oclc/12672983
- Greggo, Stephen P. and Timothy A. Sisemore. *Counseling and Christianity: Five Approaches.* Downers Grove, IL: InterVarsity Press, 2012.
  https://gordonconwell.on.worldcat.org/oclc/778417023
- Johnson, Eric L. and David G. Myers. *Psychology and Christianity: Five Views.* Downers Grove, IL: InterVarsity Press, 2010.
  https://gordonconwell.on.worldcat.org/oclc/857224109
- McMinn, Mark R. *Psychology, Theology, and Spirituality in Christian Counseling.* Carol Stream, IL: Tyndale House Publishers: 1996.
  https://gordonconwell.on.worldcat.org/oclc/800421870

Technology

You will need regular access to the following equipment to complete this course:

- A computer with high-speed internet and capable of downloading files and streaming multimedia presentations
- Microsoft Word or comparable word processor

Required Activities

To demonstrate achievement of course objectives, you will participate in various required activities. You will find detailed descriptions of these activities on your course site, but an overview of these requirements is given below:

Listen to Lectures

Unless otherwise noted, you will begin each lesson by listening to/watching assigned lectures, including two pastoral counseling demonstrations and 3 clergy self-care interviews. These lectures will orient you to lesson content and goals. By the end of the course, you must have listened to/watched all the lectures in their entirety.

Read Required Texts

Unless otherwise noted, once you have viewed the lectures, you will read the required texts as assigned. By the end of the course, you will complete 1,364 pages of reading. You will submit a report on your reading and your lecture viewing/listening at the end of the course.

Contribute to Discussions

Unless otherwise noted, after you have watched the lesson lecture and read the assigned readings, you will contribute to a class discussion. Most of these discussions will be based on case studies from Kenneth Swetland's *Facing Messy Stuff in the Church*.

Contribute to the Local Resources Wiki

By the end of the course, contribute at least five resources to the class's list of local resources (in either Boston or your home area).

Write an Integration Paper

By the end of Week 4, you will write a two-page research paper on your preferred model for the integration of biblical, theological and psychology material. You will need to begin with a clear biblical anthropology and describe how you will utilize all of the data about the human experience in the counseling process. You will continue by adding your view of how you integrate the Bible and theology with the science of psychology. You will then comment on at least one other student's paper.

Deliver a Final Presentation

By the end of Week 14, you will research, develop and record a 12-15-minute teaching session on a pastoral counseling topic. You will select the topic from a list available in your course site. Your presentation must include biblical and theological material related to the topic, a clear definition of the problem with symptoms typical of this issue, the extent (or prevalence) of the problem (e.g., how many people have this problem?), why the problem is painful and suggested interventions including goals of the pastoral counseling and the pastoral care plan. You will then comment on at least one other student's presentation.

Complete a Counseling Practicum

Throughout the course, you will demonstrate your ability to put into practice what you are learning by role-playing in a counseling triad. Your triad will meet six times, and each student will submit one transcript and two Observer Reports.

Attend Conferences

During Week 3 and Week 13, you will attend Conferences online via Zoom. The purpose of these Conferences is to discuss course material and to answer your questions about the course or assignments. Information about how to join these Conferences online can be found in the Modules section of your course site.

If you are unable to attend either of these Conferences, you will be able to view a recording of the Conference and write a 300-500 word summary and reflection in order to receive credit for these assignments.

Grading

Your assignments are categorized and weighted for grading as follows:

Course Assignment	% of grade
Required Reading and Listening/Viewing Report	15%
Integration Paper and One Response/Critique	15%
Counseling Practicum	30%
Final Presentation	30%
Weekly Posts	10%

You must follow the criteria detailed in the Assignment Instructions posted on your course site. Grading will be based on your work's alignment with the performance criteria in the Assignment Instructions. You must also submit work by the dates on which each assignment is due.

The grading scale will be as follows:

A 91-100, A- 90, B+ 89, B 81-88, B- 80, C+ 79, C 71-78, C- 70, D+ 69, D 61-68, D- 60, F below 60

Course Policies

Instructor Feedback

Your instructor will reply to email within 1-2 business days. He or she will give feedback on assignments within one week of submission and post grades and any additional comments in the course gradebook within two weeks of submission.

Writing Standards and Submitting Written Assignments

Papers must be double-spaced with 1" margins (side margins as well as top and bottom margins of each page), using Times New Roman or Arial 12-point font. Do not exceed page limits. Sources must be properly documented using notes and bibliography. Citations should be professionally formatted, meaning that they should adhere to either Turabian or APA style. Written assignments should be submitted as a Word or PDF file.

Violations of Academic Integrity

The seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has zero tolerance for such behaviors. Cheating involves, but is not limited to, the use of unauthorized sources of information during an examination. Duplication of course requirements involves the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructor. Plagiarism involves the use of another person's distinctive ideas or words, whether published or unpublished, and representing them as one's own instead of giving proper credit to the source (taken from the *Hamilton Student Handbook 2018-2019* – please be sure you understand your campus's most current Academic Integrity Policies).

Discussion Posts

When quoting from or paraphrasing course readings, provide the author's name and page(s) in parentheses. If quoting from other sources, provide appropriate documentation. Similarly, when referring to a specific lecture, identify it using the title of the segment.

Netiquette

Gordon-Conwell does not tolerate disruptive or disrespectful behavior in the online communications in any course. Students should review the netiquette policy in the Student Handbook and this website: http://www.albion.com/netiquette.

Seminary Policies

You must be familiar with current seminary policies, which are in place for academic activities. Please refer to the Student Handbook for your home campus to familiarize yourself with policies pertinent to participating in academic activities at the seminary. Policies pertaining to this course would include those on Academic Integrity, Late Work, and Accessibility, among others.