

CONTACT INFORMATION

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I. Course Description

This course will introduce you to basic pastoral counseling techniques and paradigms with the goal of learning how to apply biblical principles, techniques and paradigms to specific issues such as anger management, marital breakdown, addiction development, crisis management, anxiety, depression and grieving.

II. Course Objectives and Competencies

1. To understand the etiology of pain and dysfunction and to be able to use that understanding as a framework for meaningful class discussion and case study.
2. To understand a theology of pain and healing and to be able to use that understanding as a framework for meaningful class discussion and case study.
3. To understand how counseling plays a key role in spiritual formation and to articulate that understanding in a counseling paradigm paper, through class discussion and by useful responses to case situations on a written exam.
4. To be able to analyze the hindrances to wholeness or completeness in a person's life and to demonstrate this in written and oral responses to case situations in class.
5. To understand the "Biblical Counseling" and "Integrated Counseling" approaches along with key secular counseling approaches and to be able to state the strengths and weakness of these paradigms.
6. To be able to develop appropriate strategies for helping people grow through their pain and to demonstrate these in class and on written assignments.
7. To be able to evaluate one's own counseling paradigm and skills from a biblical perspective and to demonstrate this learning on an exam.
8. To develop specific skills such as listening, spiritual diagnosis, guiding and to demonstrate these in class and on written assignments and in Triads.
9. To develop understanding and skill in specific areas of emotional and spiritual difficulty and to demonstrate this understanding in class, on written assignments and on a final exam.
10. To know key passages in scripture which are useful in pastoral counseling and to be able to use them in triad practices along with application on the final exam.
11. To be aware of what types of counseling issues will need to be referred and what type of person might be the appropriate professional to refer to as demonstrated on responses written on the final exam.

III. Course Textbooks and Required Reading

Benner. *Strategic Pastoral Counseling*. Baker, Second Edition 2003. ISBN 0801026318

Benner. *Care of Souls: Revisioning Christian Nurture and Counsel*. Baker, 1998. ISBN: 978-0801090639

Collins. *Christian Counseling*. Word, Revised Edition, 2007. ISBN 39781418503291

Recommended but not Required:

Kruis, John. *Quick Scripture Reference for Counseling*. Seventh Edition, 2007 ISBN 0801091020 (A quick what verse to start with compendium)

Johnson & Johnson. *The Pastor's Guide to Psychological Disorders and Treatments*. Haworth Pastoral Press, 2000. ISBN 0-7890-1111-5 (Going deeper into the pathology often found in churches and potential responses.)

IV. Course Grading

Final Exam:	35%
Triad/Skills Report	20%
Personal Paradigm Report:	35%
Completion of Reading:	10%

Assignments are due by the end of the day due. **Late assignments receive 0 credit.** All assignments must be handed in order to receive a passing grade for the class.

V. Explanation of Assignments:

Personal Position Paper: Taking what you have learned from the course along with your theology, personality, the type of person you will be helping and the constraints of your ministry, write an **five** page double spaced paper detailing the type of counseling that you believe that God is calling you to do. The outline for the paper should include the following:

- Your Personality (MBTI, style of relating, factual, relational, analytical, etc.)
- Key Doctrines (Importance of God's holiness, grace, mercy, confession, etc.)
- Spiritual Formation (How counseling is used to grow people to spiritual maturity.)
- Target audience (What issue, age, sex, passage in life?)
- View of Biblical and Integrated Counseling
- Role of Bible, prayer, obedience, Holy Spirit
- Techniques (What are the core interventions, skills, relationships that are needed.)
- Goals for the counselee (What or where should the counselee do or be when the counseling is finished?)
- Time constraints (How long, how often, your workload, amount of contact.)
- Diagram

Triad Reports: 2 pages. One report on triad experiences. It should include:

- Feedback you received on your counseling skills.
- Summary of your counseling skills: strengths and weaknesses.
- Plan to improve in areas of weakness.

Final Exam: The final exam is based on material from the lectures and the reading with the student demonstrating his or her skills by giving well thought out responses to counseling situations. The exam is a take home three hour exam.

VI. Course Workload

Reading (Approximately 900 pages.)	45 hours
Personal Position (Paradigm) Paper	10 hours
Triads and Skills Paper	5 hours
Study for and take Final Exam	20 hours
Out of class Exercises	10 hours
Class	45 hours
Total	135 hours

Key Questions

- What is the biblical definition of health?
- How healthy is the ministry in which you serve?
- What are good pastoral counseling skills?
- How does Pastoral Counseling differ from other types of counseling?
- How does Pastoral Counseling contribute to spiritual formation?
- What is my theology of suffering?
- What do I believe constitutes healing in counseling?

Course Schedule

January 30	<u>Introduction</u> Pastoral Counselor vs. Professional Therapist A Theology of Pain Early Paradigm Development	
February 6	Biblical Counseling Biblical Change Levels of Sanctification Troubled Personality	Benner Strategic 1-2 Galatians 5:19-21
February 13	<u>Models for Counseling in the Church</u> Crabb: Returning Counseling to the Church Theophostic	Collins 1-5
February 20	<u>Secular Models of Counseling</u> Freud Analysis Skinner Behaviorism	
February 27	No Class: Prayer Day	
March 6	Ellis REBT Erikson Developmental Theory	
13	<u>Models of Integration in Counseling</u> The Sufficiency Argument	Benner: Care 1 - 6 Colossians 1-3
20	No Class: Spring Break	
27	<u>Benner's Brief Counseling Approach</u> <u>MRI</u>	Benner Strategic 3-5 Benner Care 7 - 11 Collins 11-15
April 3	<u>Skills Training</u> Listening/Empathy	
10	<u>Focused Issues and Skills</u> Conflict Resolution Confrontation Treatment Planning	Position Paper due Mathew 18 Collins 16-20
17	Anger	Ephesians 4:25-28 (Johnson 1-5) Collins 9-10
24	Anxiety/Depression	Philippians 4 Collins 6-8 (Johnson 6-9)

May	1	Addictions	Romans 1-3, 1Cor.10:12-13 Collins 31-35
	8	Grief and Loss Crisis	Romans 8:31-39 Collins 21-30
	15	Death and Deathbed Final review	Philippians 1:20-24 Triad Reports due Exam due

VII. Disability Services

Students with physical, emotional, ADHD, or learning disabilities who need academic accommodations should make request through the office of Academic and Disability Services. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. The Academic Success Center is located on the first floor of Rossi Student Center (807-5612) or e-mail academicsuccess.ciu.edu).

VIII. Academic Integrity

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.

Students are expected to uphold the highest standards of academic integrity with regard to their own work, and as part of the university community, to support and confront others in maintaining a humble and godly sense of service, worship, and academic integrity.

Plagiarism (defined as three or more words), regardless of intent, is the presentation of words or ideas of another as one's own. When words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, tapes, etc.) without acknowledging the source, this constitutes plagiarism.

Plagiarism and cheating will result in academic penalty, which may include failure of the assignment or of the course. Further disciplinary action may also result. If a student self-reports impropriety or cheating, the situation can be better assessed and ameliorated on a case-by-case basis.

IX. Lateness Policy

No papers will be accepted late. Unless there has been a prearranged written (email) agreement with a faculty member due to a critical life event, late papers will not count towards the final grade. Late papers will have to be handed in, in order to receive a grade for the course.

X. Attendance and Tardiness Policy

Since much of the class includes group practices and activities, missing three or more classes will lead to a failure of the course. Repeated tardiness will equal a class missed.

XI. Syllabus Change Policy

This syllabus is a guide for the course and is subject to change without advanced notice.

Treatment Planning

Demographics:	<p>Is the information complete?</p> <p>Is the information relevant to the case at hand?</p> <p>Relevant history or precipitating event?</p>
Spiritual Diagnosis:	<p>Is there a clear Benner, Hagberg, Mulholland, etc. diagnosis?</p> <p>Is the diagnosis properly substantiated?</p> <p>Is this case pastoral or clinical?</p>
Presenting Problem:	<p>Has the PP been properly prioritized?</p> <p>Is the PP clear, concrete, measureable and doable?</p> <p>Is the PP owned by the client?</p>
Goals:	
Short term:	<p>Do the STGs match the presenting problem?</p> <p>Are the goals measureable and doable?</p>
Long Term	<p>Do the LTGs match with the presenting problem?</p> <p>Are the goals measureable and doable?</p>
Paradigm:	<p>Is the paradigm clear and well articulated?</p> <p>Does the paradigm address emotional and spiritual issues?</p> <p>Does the paradigm fit this case and client?</p>
Treatment Plan:	<p>Does the TP match the presenting problem, goals and paradigm?</p> <p>Does the TP address the relationship between the client and the counselor?</p> <p>Does the treatment plan address moving step by step towards the goals?</p>
Techniques/Interventions:	<p>Do the T/Is match with specific treatment plan steps?</p> <p>Do the T/Is fit with the counselor's paradigm and view of change?</p> <p>Use of Scripture</p>
Closure:	<p>Is there a time line and plan for ending the counseling.</p> <p>How will the counselor know when it is time to end the counseling?</p>
<u>Case Conceptualization:</u>	<p>Can the counselor describe what the problem is, how/when the problem began and what has contributed to the problem development?</p> <p>Can the counselor describe succinctly the goals, a plan for treatment along with appropriate techniques, resources and time frames?</p>