

Course Outline: 2014-2015

Pastoral Theology 5231a

Pastoral Care and Counselling Ministry



Location: Huron University College – Room tbd
Day: Tuesdays
Time: 5:30 – 8:20 p.m.
Instructor: Bradley T. Morrison, D.Min.
Contact info: bmorri49@uwo.ca

Prerequisites Required for this Course:

Prerequisite(s): Field Education 5110 or permission of Dean

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

This course is a prerequisite for the following courses: Pastoral Theology 5330 “Couple and Family Dynamics”; Pastoral Theology 5332 “Family of Origin Seminar”; Pastoral Theology 5333 “Grief, Crisis and Pastoral Care.”

Course Description

An integrated model of pastoral care and counselling for congregational ministry. Student are introduced to a wide range of entry-to-practice competencies established by the College of Registered Psychotherapist in Ontario (CRPO). Course seminars and professional literature will integrate knowledge of human functioning, therapeutic process, collegiality, and professional responsibilities. Students will practise basic therapeutic techniques, drawing on family systems theory, pastoral counselling, and solution focused brief counselling models. Students will reflect theologically on the theory and practice of care and counselling.

Course Objectives

The course objectives and related student learning outcomes are designed to prepare students for advanced electives in counselling:

- 1) That students obtain an *understanding* of a wide array of entry-to-practice competencies identified by CRPO;
- 2) That students develop *critical reflection skills* to integrate theological and social science models of care and counselling;
- 3) That students form *attitudes, habits and character* needed for mature congregational pastoral care and counselling;
- 4) That students *practice skills* for basic pastoral care and counselling competencies.

Course Requirements

- 1) **OWL-Sakai.** Students are required to have access to an adequate computer and internet connection to access the online OWL course site. Students are responsible

for monitoring class notices related to assignments, weather-related cancellations, and building closures. Students should use the OWL messaging tool (rather than the instructor's UWO email address) for all electronic course communication with the instructor.

- 2) **Readings** (CRPO 5.1a,b,c,d,e,f). Students are required to read course texts prior to each class (see course schedule below). Most required course texts are available in the custom course book through the Western Bookstore. Remaining texts are available through the OWL course site. Required course texts include:

Amer, Mona M.; & Jalal, Baland. (2012). *Counseling Muslims: Handbook of mental health issues and interventions*. New York: Routledge.

- "Chapter 6: Individual psychotherapy/counseling: Psychodynamic, cognitive-behavioral, and humanistic-experiential models" (pp. 87-117)

Capps, Donald; & Fowler, Gene. (2001). *The pastoral care case: Learning about care in congregations*. St. Louis, MI: Chalice Press.

- "Identifying the facts of the pastoral care case" (pp. 57-62)

Fortune, Marie & Poling, James. (1994). "Chapter 1: When sex invades the ministerial relationship," (pp. 3-14) in *Sexual abuse by clergy: A crisis for the church*. Journal of Pastoral Care Publications / Wipf & Stock.

Fortune, Marie et al. (1992). *Clergy misconduct: Sexual abuse in the ministerial relationship*. The Centre for the Prevention of Sexual and Domestic Violence.

- "Ethical analysis: Summary" (pp. 50-52)
- "Preserving boundaries in the ministerial relationship: Individual, personal and professional health" (pp. 54-59)

Friedman, Edwin H. (1985). *Generation to generation: Family process in church and synagogue*. New York: The Guilford Press.

- "Family systems theory: Five basic concepts" (pp. 19-39)
- "Understanding family process" (pp. 40-64)

McGoldrick, Monica; and Gerson, Randy. (1985). *Genograms in family assessment*. New York: W.W. Norton & Company.

- "Category 5: Relational patterns and triangles" (pp. 96-115)
- "Chapter 4: Clinical uses of the genogram" (pp. 125-137)

Morrison, Bradley T. (1992, 1995). Excerpts from essays (revised). Unpublished.

- "Ricoeur and family systems theory"
- "A narrative technology of the self"

Morrison, Bradley T. (2010). "The pastorate as helping relationship" (pp. 220-234) in A. Meier & M. Rovers (Eds.), *The helping relationship: Healing and change in community context*, Ottawa: University of Ottawa Press.

Peterson, Marilyn R. (1992). "Chapter II: The power differential in the professional-client relationship," (pp. 34-49) in *At personal risk: Boundary violations in professional-client relationships*. New York: W.W. Norton & Company.

Rogers, Carl. (1957). "The necessary and sufficient conditions of therapeutic personality change." *Journal of consulting psychology*, 21:95-103.

Stone, Howard (Ed.). (2001). *Strategies for brief pastoral counseling*. Philadelphia: Augsburg Fortress Pub.

- Lester, Andrew; & Stone, Howard. "Chapter 4: Helping parishioners envision the future" (pp. 46-60)
- Stone, Howard. "Chapter 7: Elements of brief pastoral counselling" (pp. 91-104)
- Childs, Brian H. "Chapter 11: Time-limited counselling for pastors" (pp. 155-165)

Transitional Council, College of Registered Psychotherapists in Ontario. (2012). Entry-to-practice competency profile for registered psychotherapists. Web accessed: July 7, 2014.

Transitional Council, College of Registered Psychotherapists in Ontario. (June, 2013). Professional practice and jurisprudence for registered psychotherapists. Web accessed: July 7, 2014.

- "Ethics, professional standards, professional misconduct, incompetence and incapacity" (pp. 13-18)
- "Informed consent" (pp. 20-27)
- "Boundaries" (pp. 29-32)
- "Sexual abuse" (pp. 33-35)

VanKatwyk, Peter. (2003). *Spiritual care and therapy: Integrative perspectives*. Waterloo: Wilfrid Laurier Press.

- "Appendix 3: Genogram format" (pp. 170-171)
- "Appendix 1: The three core care conditions" (p. 167)
- "Chapter 4 – What to know: Therapeutic models" (pp. 43-51)
- "Chapter 5 – What to say: Therapeutic communication" (pp. 53-63)
- "Chapter 7 – The helping style inventory: A synthesis" (pp. 75-84)

Walsh, Froma. (Ed.) (2012). *Normal family process, 4th Edition*. New York: Guilford Press.

- McGoldrick, M & Ashton, D. "Culture: A challenge to concepts of normality" (pp. 249-272)
- Walsh, F. "Family resilience: Strengths forged through adversity" (pp. 399-427)

Wimberly, Edward P. (1994). *Using scripture in pastoral counseling*. Nashville: Abingdon Press.

- "Chapter one: A model for using scripture in pastoral counseling" (pp. 17-32)
- "Chapter six: The Bible in pastoral theology" (pp. 119-127)

- 2) **Case Study Movies.** Students are required to obtain and view the following movies in preparation for the related Open Book Exams:

Schwary, R. L. (Producer), & Redford, R. (Director). (1980). *Ordinary people* [Motion picture]. Los Angeles: Paramount.

Matalon, D., et al. (Producers), & Hallström, L. (Director). (1993). *What's eating Gilbert Grapes?* [Motion picture]. Los Angeles: Paramount.

Abraham, M. & Bliss, T. (Producers), & Moorehouse, J. (Director). (1997). A thousand acres. [Motion picture]. Burbank, CA: Touchstone.

- 3) **Open Book Exams** (80%) (CRPO 2.1a,d,f; 3.9a,b; 4.2f). Students are required to access, complete and submit the full set of exams using OWL. Students are responsible for tracking due dates of specific exams. A penalty of 10% applies to late submissions. See the **Grading and Competencies Rubric** for each exam prior to writing exams.
- Homeostasis (due Week 8)
 - Identified Patient (due Week 8)
 - Emotional Triangles (due Week 8)
 - Client Orientation (due Week 10)
 - Core Conditions (due Week 10)
 - Scripture Use (due Week 10)
 - Customer Classification (due Week 12)
 - Scaling Questions (due Week 12)
 - Exception Questions (due Week 12)
- 4) **Class participation** (20%) (CRPO 2.1b,c,d,e,f,g; 2.2a,b,c,d; 2.3a,b,c). Students are expected to participate in class discussions, practise sessions, and online assessments and discussion forum. Attendance throughout the course is required. ***Student learning outcomes and take home exams cannot be completed successfully with multiple missed classes.*** Students should make the necessary arrangements around family and work responsibilities, including having others on call for pastoral duties, to ensure uninterrupted class attendance. Students encountering personal or family emergencies will be accommodated. Students are responsible for partnering with other students to obtain class notes for a missed class. Students are required to access and read the **Class Participation Rubric**, which describes expectations related to:
- Attendance (5 points)
 - Attitude and Initiative (5 points)
 - Class Discussions (5 points)
 - Online Activity (5 points)

Please note: this course is not intended as a form of counselling or therapy for participants. However, discussion of life issues within the course may evoke reactions within students. Students are encouraged to address these issues with the instructor, and where necessary seek referral to available pastoral care or counselling resources.

Course Schedule

1. Tuesday, September 9, 2014

Integrated Model of Pastoral Counselling

Topics: course objectives, student learning outcomes, CRPO entry-to-practice competencies, and course requirements; correlation method in pastoral theology (CRPO 1.2a); common factors (CRPO 1.3a).

Required readings (OWL link):

- CRPO, “Entry-to-practice competencies”
- Morrison, “The pastorate as helping relationship”

2. Tuesday, September 16, 2014

Pastoral Counselling Foundations

Topics: the pastoral paradigm (CRPO 1.1b, 1.2b,c,d); brief history of pastoral counselling (CRPO 1.3b)

Required readings in Custom Course Book:

- Capps & Fowler, “Identifying the facts of the pastoral care case”
- Morrison, “Excerpts from essays (revised)” (OWL)
- Wimberly, “Chapter one: A model for using scripture in pastoral counseling”
- Wimberly, “Chapter six: The Bible in pastoral theology”

Due this class:

- obtain custom course book prior to this week (2nd class)
- submit confirmation that student has access to OWL and all functions

3. Tuesday, September 23, 2014

Contextual and Common Factors

Topics: extra-therapeutic contextual factors (CRPO 4.2c, 4.5a,r); resilience (4.5b); therapeutic contextual factors (CRPO 1.4a,b,c,d); culture and diversity (CRPO 1.5a-d); counselling and Muslims (CRPO 1.3b; 1.5e).

Required readings in Custom Course Book:

- Amer & Jalal, “Chapter 6: Individual psychotherapy/counseling: Psychodynamic, cognitive-behavioral, and humanistic-experiential models”
- McGoldrick & Ashton, “Culture: A challenge to concepts of normality”
- Walsh, “Family resilience” Strengths forged through adversity” (OWL link)

4. Tuesday, September 30, 2014

Family Systems Theory

Topics: five basic concepts of systems theory (CRPO 1.1b; 1.2b,c,d) differentiated self of therapist (CRPO 1.2e,f; 4.5c,d,e).

Required readings in Custom Course Book:

- Friedman, “Family systems theory: five basic concepts”

5. Tuesday, October 7, 2014

Safe and Effective Use of Self

Topics: therapeutic boundaries (CRPO 4.2g,h,i,j); therapeutic impairment (CRPO 4.3a,c); power dynamics (CRPO 4.3b,e); sexual misconduct (CRPO 4.3d)

Required readings in Custom Course Book:

- Peterson, “Chapter II: The power differential in the professional-client relationship”
- Fortune, “Chapter 1: When sex invades the ministerial relationship”
- Fortune, Clergy misconduct: Sexual abuse in the ministerial relationship

Required readings on OWL:

- Transitional Council CRPO
 - “Ethics, professional standards, professional misconduct, incompetence and incapacity”
 - “Boundaries”
 - “Sexual abuse”
- AAMFT, “Code of ethics”
- CAPPE, “Code of ethics”
- United Church of Canada, “Ethical standards and standards of practice for ministry personnel”
- Anglican Church in Canada, “Code of Ethics”

6. Tuesday, October 14, 2014

The Therapeutic Relationship

Topics: client orientation (4.1a,b,c,d,e,f,g,h); risk assessment (CRPO 4.4a,b,c,d,e); core conditions (CRPO 4.2a,b,d,e,g).

Required readings in Custom Course Book:

- VanKatwyk, “Appendix 1: The three core care conditions”
- Rogers, “The necessary and sufficient conditions of therapeutic personality change” (OWL)
- Transitional Council CRPO, “Informed consent” (OWL)

7. Tuesday, October 21, 2014

Genograms and Assessment

Topics: family systems principles (CRPO 1.1b; 1.2b); genograms and assessment tools (CRPO 4.5f,g).

Required readings in Custom Course Book:

- Friedman, “Understanding family process”
- McGoldrick, “Category 5: Relational patterns and triangles”
- McGoldrick, “Chapter 4: Clinical uses of the genogram”
- VanKatwyk, “Appendix 3: Genogram format”

**** Tuesday, October 28, 2014 – No Class: Reading Week ****

8. Tuesday, November 4, 2014

Goal Setting and Treatment Planning

Topics: goal setting (CRPO 4.5h); hidden customer (CRPR 1.2c); treatment planning (CRPO 4.5i,j,s)

Required readings in Custom Course Book:

- Stone & Lester, “Chapter 4: Helping parishioners envision the future”

Due online (OWL) prior to class:

- Open book exams: 1) Homeostasis, 2) Identified Patient, 3) Emotional Triangles

9. Tuesday, November 11, 2014

Solution Focused Pastoral Counselling

Topics: problem vs. solution frame (CRPO 1.1b;1.2b,c,d); solution focused techniques (CRPO 1.2e,f; 4.5k,l,m)

Required readings in Custom Course Book:

- Stone, "Chapter 7: Elements of brief pastoral counselling"
- Stone, "Chapter 11: Time-limited counselling for pastors"

10. Tuesday, November 18, 2014

Helping Strategies

Topics: non-verbal communication (CRPO 4.2k; 4.3d); feelings, emotions, affect (CRPO 4.5n); helping styles (CRPO 4.5o,p).

Required readings in Custom Course Book:

- VanKatwyk, "Chapter 4 – "What to know: Therapeutic models"
- VanKatwyk, "Chapter 5 – "What to say: Therapeutic communication"
- VanKatwyk, "Chapter 7 - The helping style inventory: A synthesis"

Due online (OWL) prior to class:

- Open book exams: 1) Client Orientation, 2) Core Conditions, 3) Scripture Use

11. Tuesday, November 25, 2014

Change Process and Evaluation

Topics: trans-theoretical model of change (CRPO 1.2f); referrals (CRPO 4.6a,b,c); closure (CRPO 4.5t; 4.7a,b).

Required readings: none

12. Tuesday, December 2, 2014

Professional Standards

Topics: course evaluation; legal obligations (CRPO 3.1a,b,c,d); ethical decision making (CRPO 3.2a,b,c; 4.5q); self care (CRPO 3.3a,b,c).

Required readings: none

Due online (OWL) prior to this class:

- Open book exams: 1) Customer Classification, 2) Scaling Questions, 3) Exception Questions.

Additional Statements:

- 1. Statement on Use of Electronic Devices:** It is not appropriate to use technology (such as, but not limited, to laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.
- 2. Statement on Academic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, at the following web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>.

3. Plagiarism-detecting Software/Computer Marking:

A) All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and turnitin.com (<http://www.turnitin.com>).

B) Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

4. Support Services:

- UWO Registrar's Office: <http://www.registrar.uwo.ca>
- Huron's Faculty of Theology, Office of the Dean: http://www.huronuc.on.ca/faculty_of_theology/info_for_current_students
- Faculty of Theology office: srice@uwo.ca, 519-438-7224, ext. 289
- Huron's Writing Skills Centre: http://www.huronuc.on.ca/student_life/writing_services
- UWO's Mental Health website: <http://www.uwo.ca/uwocom/mentalhealth/> Students who are in emotional/mental distress should refer to this website for a complete list of options about how to obtain help.
- UWO Student Support and Development Services: http://communications.uwo.ca/current_students/student_services.htm

5. Accommodation for absences: Documentation is required for either medical or non-medical academic accommodation, and such documentation must be submitted by the student directly to your Faculty's Dean's office (or academic counsellor), and not to the instructor. For the Faculty of Theology, all such documentation must be submitted to room A120. It will be the Dean's office that will determine if accommodation is warranted.

a) Non-medical absences: Marks are deducted on a daily basis for late work (essays, assignments, practise teaching)

b) Medical absences: See the Policy on Accommodation for Medical Illness – Under-graduate Students, at <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

For work representing 10% or more of the overall grade for the course, a student must present documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation must be submitted as soon as possible to your Faculty Dean's office (Huron Arts & Social Science students should take their documentation to the Academic Counsellor, through the Academic Services Centre at Huron), together with a Request for Relief specifying the nature of the accommodation requested. The request and documentation will be assessed and appropriate accommodation will be determined by the Dean's office in consultation with the instructor. Academic accommodation will be granted ONLY where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities.

The Western Student Medical Certificate (SMC) and Request for Relief are available at the Student Services website (<https://studentservices.uwo.ca/secure/index.cfm>), Huron University College Academic Counselling website (www.huronuc.on.ca) or from the Dean's Office or Academic Services Centre at Huron.