

MPS 386i/STP 586i Introduction to Pastoral Counselling

Winter 2021

Course Outline

Class Start Date & End Date

January 11 – April 19, 2021

Class Meeting Time, Location, and Room

Mondays, 6:30 – 9:20 pm, online and synchronous

Instructors Name: Dr. Theresa Zolner, R. Psych.
Office Hours: By appointment online
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Course Description

An introduction of the basic issues involved in the ministry of pastoral counselling. Emphasis on heightening the students' understanding of theory, skills, personal maturity, and related ethical issues. *This course is Moodle-based. All information with regard to the course will be posted on the course website within NTC Moodle. In addition, all assignments and exams will be submitted via Moodle.*

Course Objectives

- a) **Intellectual Formation** – To acquire knowledge regarding the theory and practice of pastoral counselling in the context of scientific psychology, scripture, Church teachings, and Catholic tradition.
- b) **Cultural Context** – To understand and discern the challenges of pastoral counselling in the context of contemporary society and the reality of cultural diversity in the Church and the world.
- c) **Personal and Spiritual Formation** – To recognize personal gifts and limitations with regard to pastoral counselling and the formation of people, all of whom are made in the image and likeness of God.
- d) **Capacity for Ministerial Leadership** – To reflect upon and achieve basic skill in the process of pastoral counselling that strengthens capacity for compassionate care as ministerial leaders in the Church and the world.

Course Assignments and Evaluation

1. LABS (35% of final grade)

Monthly lab write-ups are due February 1, March 15, and April 12. Students are to complete all assigned lab activities and questions as outlined in lab instructions. In addition, each student is to provide a reflection on the labs assigned for that month that demonstrates that students' learning with regard to the four objectives in the course, as identified above, and integration with scripture and theological themes. Full details for the labs will be available on the course website. Page lengths are guidelines for the minimum length of each assignment. Labs will be graded as follows:

Undergraduate:

1. Quality and accuracy of exercises and question responses 50%
2. Reflection depth and integration with scriptural and theological themes (1 page) 50%

Graduate:

1. Quality and accuracy of exercises and question responses 50%
2. Reflection depth and integration with scriptural and theological themes (2 pages) 50%

2. TERM PROJECT (40% of final grade)

Students will complete Lab 13, provide a reflection on the lab, and perform an in-class demonstration of their counselling skills with a study partner, which will be evaluated by the course instructor as well as by class peers. Full details of the project will be available on the course website. The term project will be graded as follows:

Undergraduate:

1. Quality and accuracy of exercises and question responses 25%
2. Reflection depth and integration with scriptural and theological themes (1 page) 25%
3. Practical skill level demonstrated in the video 50%

Graduate:

1. Quality and accuracy of exercises and question responses 25%
2. Reflection depth and integration with scriptural and theological themes (2 pages) 25%
3. Practical skill level demonstrated in the video 50%

3. FINAL EXAMINATION (25% of final grade)

The final examination in this course will be written and in take-home format. Examinations will be submitted through Moodle. Expectations for length of response to examination questions are as follows:

Undergraduate: 5 double-spaced, typewritten pages (12-point font)

Graduate: 8 double-spaced, typewritten pages (12-point font)

Textbooks

Hill, Clara. (2014). *Helping skills: Facilitating exploration, insight, and action* (5th ed.). Washington, D.C.: American Psychological Association.

- Students must download materials for the labs online at the companion website to the text: <http://pubs.apa.org/books/supp/hill5/index.cfm?action=students>
- Practice Quizzes are available online at the companion website to the text. These quizzes are option and are not graded as part of the course evaluation. They are intended to assist students in preparation for the final exam. Chapters 15-17 will not be covered in this course.

Ferris, Margaret. (1993). *Compassioning: Basic Counselling Skills for Christian Caregivers*. Eugene, OR: Wipf and Stock Publishers.

Recommended Reading

Recommended readings will be available via the course Moodle website.

Course Requirements

Students are required to complete all assignments and the final examination. Because this course involves working in groups, students are expected to be in attendance at class and to participate respectfully and responsibly in all lab and group activities. Practice exercises might be done together as a class, time permitting, but they also should be practiced on students' own time as homework with a study partner from class. Study partners are not assigned but are of students' own choosing. Students should not be a study partner for more than two other students in the class.

All practical activities, including labs and counselling practice are considered confidential and may not be shared outside of class. Due to the sensitive nature of the topics in this class, as well as the individualized work that is to occur, audio and video recording of any aspect of the class is strictly prohibited. Students recording, discussing, or posting audiovisual material from labs online (other than during online class time or on the course website for purposes of assignment submission) will be subject to formal academic discipline. If a student requires particular accommodation for study due to a disability, please speak with the instructor about ways that this might be accomplished without the use of audio or video recording devices.

Late Submission Policy.

if students fall behind in writing up labs, they will not be able to use the information in completing later labs. Be aware that much of the work being submitting for this course is done in a group setting. Students are expected to be reliable and accountable to the group so that nobody is hampered in their work by another student's lack of participation. Late assignment submissions should be discussed with the instructor ahead of time to determine how this might affect student ability to complete the course. Lab assignments are submitted monthly. Handing in labs late will cause a significant build-up of student work towards the end of the semester. Students are strongly advised not to hand in late lab assignments.

Course Schedule

- Week 1: January 11** **Reading: Hill Chapters 1-2**
 Theory: Introduction to basic helping skills
 A model of the helping process
 The history of pastoral counselling
 Practice: Lab 1: Self-Awareness (*Publisher's online lab title label: Introductions*)
- Week 2: January 18** **Reading: Hill Chapter 3; Ferris Chapter 2**
 Theory: Self-awareness
 The role of a pastoral counsellor
 Practice: Lab 2: Initial Session (*Publisher's online label: Ethics & Approval—Reassurance*)
 We will not do recordings for this lab; we will practice the lab and then discuss the experience without recording of it; production of a transcript of the session will not be necessary.
- Week 3: January 25** **Reading: Hill Chapter 4; Ferris Chapter 3**
 Theory: Cultural awareness
 Pastoral counselling in diverse contexts and cultures
 Pastoral counselling ethics, professional boundaries, online counselling
 Practice: Lab 3: Ethical Awareness (*Publisher's online lab title: Practice Helping Session #1*)
- Week 4: February 1** **Reading: Hill Chapters 5-6**
 Theory: Exploration stage
 Skills for providing support
 Practice: Lab 4: Attending and Listening (*Publisher's online lab title: Exploring Nonaffective Content, Thoughts, Narratives, and Stories*)
 Assignment: January Labs Due
- Week 5: February 8** **Reading: Hill Chapter 7; Ferris Chapter 4**
 Theory: Exploring cognitive themes (cognition)
 Distinctions between pastoral counselling, spiritual direction, and clinical psychotherapy
 Practice: Lab 5: Skills for Exploring Thoughts (*Publisher's online lab title: Exploring Feelings*); Chapter 7 Practice Exercise (*Publisher's online website*)
- Week 6: February 15 – 19 Reading Week – no class**
- Week 7: February 22** **Reading: Hill Chapters 8-9**
 Theory: Exploring affective themes (affect, emotion)
 The benefits and challenges of expressed emotion
 Family issues (marriage, parenting, children/teens, financial problems)
 Practice: Lab 6: Skills for Exploring Feelings (*Publisher's online lab title: Multicultural Awareness and Integration of Exploration Stage*); Optional homework practice:
 Lab 7 – Integration of Exploration Skills (*Publisher's online lab title: Practice Helping Session #2*); Chapter 8 Practice Exercise (*Publisher's online website*)

- Week 8: March 1**
Reading: Hill Chapters 10-11; Ferris Chapter 5
 Theory: Therapeutic insight
 Use of therapeutic challenges/confrontations
 Life journey issues (health, grief/loss, spiritual stagnation, loneliness, failure, vocational discernment)
 Practice: Lab 8: Challenges of Discrepancy (*Publisher's online lab title: Skills for Fostering Awareness*); Chapter 11 Practice Exercise (Publisher's online website)
- Week 9: March 8**
Reading: Hill Chapters 12
 Theory: Use of open questions, probes, and interpretations
 Counsellor disclosures of insight
 Mental Illness I (Emotion regulation and related disorders)
 Practice: Lab 9: Facilitating Client Insight (*Publisher's online lab title: Skills for Facilitating Insight*); Chapter 12 Practice Exercise (Publisher's online website)
- Week 10: March 15**
Reading: Hill Chapter 13
 Theory: Use of immediacy in the context of the therapeutic relationship
 Mental Illness I (Personality-related issues)
 Practice: Lab 10: Immediacy; Chapter 13 Practice Exercise (Publisher's online website)
 Assignment: February Labs Due
- Week 11: March 22**
Reading: Hill Chapter 14; Ferris Chapter 6
 Theory: Case conceptualization
 Making and accepting referrals
 Mental Illness II (Psychosis and other mental illnesses; occult practices)
 Practice: Lab 11: Integration of Exploration and Insight Skills (*Publisher's online lab title: Practice Helping Session #3*)
- Week 12: March 29**
Reading: Chapter 18 (Putting it All Together)
 Theory: Ending counselling but not the counselling relationship (which doesn't end)
 Trauma, abuse, and self/other-directed violence
 Practice: Lab 15: Termination (We will not do labs 12 - 14)
- Week 13: April 5 Easter Monday - no class**
- Week 14: April 12**
 Practice: Lab 13 In-Class Demonstrations and Evaluation (Demonstrate exploration and integration, not action, in a 10 - 15 minute session; see full instructions on the course Moodle website)
 Assignment: March Labs Due
- Week 15: April 19**
 Practice: Lab 13 In-Class Demonstrations and Evaluation (Demonstrate exploration and integration, not action, in a 10 - 15 minute session; see full instructions on the course Moodle website)
 Assignment: Term Project Write-Up Due - Lab 13 - Integration of Skills (Chapter 19)
- Final Exam: Take Home (date TBA)**

General Academic Information

Course Attendance

No credit will be given for a course if the student has been absent, for any reason whatever, from one-third or more of the lectures and/or seminars scheduled for the term. Likewise, no credit will be given if term assignments or other assignments are or remain incomplete.

Leave of Absence and Policy for Incompletes

Extensions to an incomplete grade may be granted in extenuating circumstances, but may not exceed 16 weeks following the end of the course. Students who fail to complete course work by the agreed deadline will have a grade assigned which is based on work completed.

Academic Integrity

Acts of academic dishonesty (plagiarism, cheating, etc.) are subject to an appropriate penalty. The grade "F" may be assigned to a student guilty of such acts by the professor of the course in which the infraction occurred. A second offense against academic integrity renders the student liable to automatic dismissal from NTC. Further details are available in the Student Handbook in the Academic Misconduct Policy.

Academic Grievances

Students may appeal grades received; the procedure is outlined in the Student Handbook in the Grade Appeal Policy. For other grievances, students will refer to the Student Grievances Policy also outlined in the Student Handbook.

NOTE: The GPA is computed on the basis of cumulative grade point (letter) values, not percentage values. All courses are included in this calculation except those exceeding degree requirements and/or received as transfer credits from other recognized institutions.

Grading System

Undergraduate Studies C.Th., Dip.Th., B.Th.			Graduate Studies M.T.S., M.Div., M.Th., G.C.C.S.A., M.R.E.		
Grade Meaning	Grade	Grade Point	Grade Meaning	Grade	Grade Point
Excellent	A+	4.0	Excellent	A+	4.0
	A	4.0		A	4.0
	A-	3.7		A-	3.7
Good	B+	3.3	Good	B+	3.3
	B	3.0		B	3.0
	B-	2.7		B-	2.7
Adequate	C+	2.3	Adequate	C+	2.3
	C	2.0		C	2.0
	C-	1.7		C-	1.7

Marginal	D+ D	1.3 1.0			
Fail	F	0.0	Fail	D+ D F	1.3 1.0 0.0

Written Assignments - Style and Format

Newman Theological College requires that all written work be submitted in acceptable academic format and style. Please note the following regulations:

Regulations

Research papers, book reports, article summaries, reflection papers, and essays should be double-spaced, printed on one side only, and submitted on white, 8.5" x 11" paper.

A standard type style, such as Times New Roman, with a 12-point font size, must be used. The instructor will specify the most recent edition of the style manual to be used:

1. Kate Turabian, "A Manual for Writers of Term Papers, Theses, and Dissertations" (Chicago: University of Chicago Press).
2. Joseph Gibaldi & William Aichters, eds., "MLA Handbook for Writers of Research Papers" (New York: Modern Language Association of America).
3. American Psychological Association "Publication Manual of the American Psychological Association" (Washington: APA Publications).

Copies of these standard references may be purchased in the NTC bookstore.

Ignorance of standard form is not considered an acceptable excuse for deviation from required standards of format and style.

Academic Regulations

The following Academic Regulations are located in the Academic Calendar for your reference:

- Changes in Registration: Add/Drop/Withdraw Notice
- Course Work
- Final Examination Schedule
- Incomplete Grade Policy
- Inclusive Language

Related Academic Matters

The following Related Academic Matters are located in the Academic Calendar for your reference:

- Grade Reports & Posting
- Glossary of Academic Terms

Other Related Policies

The following policies are located in the Student Handbook for your reference:

- Academic Misconduct Policy

- Grade Appeal Policy

Recording of Lectures

Audio or video recording of lectures, seminars or any other teaching environment by students is allowed only with the prior consent of the instructor. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Student Services, contact Sr. Zoe Bernatsky at 780-392-2450 ext. 2213; email zoe.bernatsky@newman.edu