

PS-1016 Pastoral Counseling: Process and Skills (3)

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W 10am-1pm
St. Alberts Priory

Description

This course introduces basic concepts, attitudes, and skills of pastoral counseling. Consideration is given to the fundamental process and skills of pastoral counseling to more effectively deal with common pastoral concerns and problems. It further covers professional ethics for pastoral ministers including issues such as boundaries, power differentials, confidentiality, and sexual misconduct. Multicultural implications are examined. Systematic training and practice in basic responding and initiating skills are provided. An overview of the Diagnostic Statistical Manual of Mental Disorders is given, as an introduction to assessment of mental illness.

Objectives

1. Become familiar with the basic goals and process of ethical and effective pastoral care and counseling, and the self-care practices necessary to be successful.
2. Develop awareness of steps that Church leaders can take to become more positive forces for meeting human needs and fostering cooperation with multicultural sensitivity.
3. Become acquainted with findings from research and practice regarding effective helping skills and their pastoral applications.
4. Develop and refine helping skills through systematic training and practice to establish empathic relationships using clear, effective communication skills.
5. Develop a working understanding and practical tools for utilizing the Diagnostic Statistical Manual and understanding the situations in which appropriate referrals are to be made.

6. Integrate didactic and experiential learnings to develop personal guidelines for helping that can be applied to a variety of pastoral problems, situations, and populations.

Components and Requirements

Required Texts

Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010. (ISBN-10: 978-0-8091-4631-4) (ISBN-13: 978-0809146314) \$14.95

Ivey, Allen E., Norma Gluckstern Packard, & Mary Bradford Ivey. *Basic Attending Skills*, 5th ed. Alexandria, VA: Microtraining Associates, Alexandria Street Press, 2015. (ISBN-10: 1-5016-1089-9) (ISBN-13: 978-1-5016-1089-9) Used from \$24.00

Switzer, David K. *Pastoral Care Emergencies*. Minneapolis: Fortress Press, 2000. (ISBN-10: 0-8006-3228-1) (ISBN-13: 978-0800632281) \$10.57

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. (ISBN-10: 0890425558) (ISBN-13: 978-0890425558) \$27.50

In Class Activities

1. **Lecture & Discussion:** Designed for developing an understanding of major concepts that contribute to ethical and effective pastoral care and counseling with a variety of people, issues, and concerns. Additionally, using the DSM5 to help identify different types of mental illness will be a major focus.
2. **Individual Chapter Presentations:** Chapters of selected readings will be assigned to each student. Presentation dates will be provided on the syllabus in order of chapters. The presentation is to be done in PowerPoint, and include at least two types of media, and

three discussion questions. The class discussion will be interactive, and one or more of the discussion questions will be included in the midterm or final exam.

3. **Training/Role-Playing:** A portion of each class will be devoted to systematic training and practice in developing basic helping skills and strategies for use in effective pastoral ministry. Students will be asked to present selected real or role-playing concerns and take turns functioning both as helper and helped with this material in order to practice and develop a hierarchy of skills.
4. **Examinations:** Two written examinations will be administered. They will be designed to assess knowledge of the basic helping skills studied and proficiency in the use of these skills developed during the training period.

Out of Class Activities

5. **Recorded Skills Practice:** Each student is required to record and reflect on two helping sessions of approximately 20-30 minutes with a volunteer client for practice and self-assessment. The first session is to take place during the first two weeks of instruction, and the second is due the week before the final. For the first session, use your own natural communication style. The objective of the first required session is to obtain a baseline of your performance and your natural style before training. The objectives of the second helping session are to (a) compare the similarities and differences in your style before and after you have had some training, (b) assess your helping skills development, and (c) receive feedback from the instructor. Further guidelines will be provided for developing the practice sessions and completing an accompanying written self-evaluation.

6. **Reflection Journal:** Keeping a written reflection journal is a required part of the learning experience. Weekly journal entries should include reflections on material covered in class, personal progress and reflections, and records of self-care practices. Journal entries can be typed or handwritten, approximately 400-500 words, and will be submitted at the start of each class period. Weekly submissions will serve as the method of taking attendance.

Class Policies

Evaluation/Grading: A student's grade will be determined by

Attendance & Participation	150 Points	30%
Individual Chapter Presentation	50 Points	10%
Out of Class Activities	125 Points	25%
Midterm	75 Points	15%
Final Exam	100 Points	20%
	500 Points	100%

Attendance/Absences: Students are expected to attend class sessions and participate in discussion and practice activities. Attendance will be recorded via submission of weekly Journal. For a detailed description of school regulations, see the DSPT Student Handbook.

Late Assignments: Late assignments will not be accepted unless prior arrangements have been made with the professor.

MDiv Goals and Outcomes

This course is designed to work in accordance of the general requirements of the DSPT Master of Divinity Program, and in a particular way with the following outcomes:

- 4) to fulfill their responsibilities with the moral, intellectual, psychological, and emotional maturity that grounds vigorous discipleship of Christ and priestly service to others;
- 5) to lead a faith community in prayer, worship and theological reflection, centered on the Eucharist, respecting both the liturgical tradition of the Church and the pastoral needs of the local community;
- 6) to apply the principles of the moral theology of St. Thomas Aquinas to pastoral situations in general and confessional situations in particular;
- 7) to both lead and work collaboratively with others in a just, charitable, and generous manner, respecting the relevant cultural, social, and ecclesial circumstances, all the while maintaining professional, ethical boundaries.

Class Schedule*

Week & Date	Due in Class	Class Agenda
Week 1 9/5	Self-Introduction Based on Readings: Just Ministry Ch 1-4	Introduction to Course Intro of Professor and Students
Week 2	Weekly Journal Entry	DSM: Spectrum Disorders

9/12	Readings: PCE Intro-Ch 2 DSM: Autism, ADD	Lecture Role Play Activity
Week 3 9/19	Weekly Journal Entry 1 st Recorded Skills and Reflection Due Readings: PCE Ch 11 DSM: Bipolar 1, 2, and Cyclothymic	DSM: Bipolar Disorders Chapter 3 Presentation Lecture Role Play Activity
Week 4 9/26	Weekly Journal Entry Readings: BAS Ch 1-2 DSM: Major Depressive, Persistent Depressive	DSM: Depressive Disorders Chapter 4 Presentation Lecture Role Play Activity
Week 5 10/3	Weekly Journal Entry Readings: BAS Ch 3-4 DSM: ODD, Conduct, Antisocial PD	DSM: Disruptive Disorders Chapter 5 Presentation Lecture Role Play Activity
Week 6 10/10	Weekly Journal Entry Readings: BAS Ch 5 DSM: Alcohol Use, Cannabis Use, Major and Minor Neurocognitive Disorders	DSM: Substance and Neurocognitive Chapter 6 Presentation Lecture Review for Midterm
Week 7 10/17	Midterm Exam	Midterm Exam
Week 8	Reading Week	Reading Week

10/24		
Week 9 10/31	Weekly Journal Entry Readings: BAS Ch 6 DSM: Paranoid, Schizoid, Schizotypal	DSM: Personality Disorders Cluster A Chapter 7 Presentation Lecture Role Play Activity
Week 10 11/7	Weekly Journal Entry Readings: BAS Ch 7 DSM: Borderline, Histrionic, Narcissistic	DSM: Personality Disorders Cluster B Chapter 8 Presentation Lecture Role Play Activity
Week 11 11/14	Weekly Journal Entry Readings: JM Ch 6 DSM: Avoidant, Dependent, OCPD	DSM: Personality Disorders Cluster C Chapter 9 Presentation Lecture Role Play Activity
Week 12 11/21	Weekly Journal Entry Readings: JM Ch 7 DSM: Phobias, Social Anxiety, Panic Disorder, Generalized Anxiety	DSM: Anxiety Disorders Chapter 10 Presentation Lecture Role Play Activity
Week 13 11/28	Weekly Journal Entry Readings: Reporting Laws PDF DSM: PTSD, Acute Stress, Adjustment Disorders	DSM: Trauma and Stress Disorders Lecture Role Play Activity

Week 14 12/5	Weekly Journal Entry 2 nd Recorded Skills and Reflection Due Review	DSM: Review Disorders Review Lecture Role Play Activity
Week 15 12/12	Final Exam	Final Exam

*subject to change as semester progresses

Bibliography

Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010. (ISBN-10: 978-0-8091-4631-4) (ISBN-13: 978-0809146314)

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American Psychiatric Association. (2014). *DSM5 Clinical Cases*. Arlington, VA. (ISBN-13: 9781585624638)

<https://www.psychologytoday.com/blog/health-matters/201007/are-there-benefits-having-bipolar-disorder>

<https://www.helpguide.org/articles/bipolar-disorder/helping-someone-with-bipolar-disorder.htm>

<http://www.webmd.com/depression/guide/optimizing-depression-medicines#2>

<http://www.aafp.org/afp/2001/0415/p1579.html>