Course Outline: 2022-23

Pastoral Theology 5231a
Pastoral Care and Counselling Ministry

Location: Huron University College (in-class or online)
Day: Tuesdays
Time: 6:00 – 8:30 p.m.
Instructor: Bradley T. Morrison, D.Min., Registered Psychotherapist (CRPO)
Contact info: bmorri49@uwo.ca

Course delivery with respect to the COVID-19 pandemic
Please see Huron's COVID page for any changes in course regulations.

Recording of Classes: All of the remote learning sessions for this course may be
recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Prerequisites: none

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 introduction to core concepts in pastoral care and counselling, psycho-spiritual and psychotherapy for congregational ministry, chaplaincy, and counselling practice. 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 Outcomes
The course objectives and related learning outcomes develop CRPO competencies (see CRPO *Entry-to-Practice Competencies Profile for Registered Psychotherapists*) for psycho-spiritual care and therapy practice:

1. Foundations.
1.1 Integrate a theory of human psychological functioning.

b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.	
a	Integrate the theory or theories upon which the therapist's practice is based.
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.
c	Identify circumstances where therapy is contraindicated.
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.
e	Establish a therapeutic relationship informed by the theoretical framework.
f	Integrate a theory of change consistent with the therapist's theoretical orientation.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.	
b	Recognize the range of psychotherapy practised within the province of Ontario.
1.5 Integrate knowledge of human and cultural diversity.	
a	Integrate knowledge of human diversity.
b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.
c	Adapt the therapist's approach when working with culturally diverse clients
d	Recognize barriers that may affect access to therapeutic services
e	Identify culturally-relevant resources.
4. Therapeutic Process	
4.1 Orient client to therapist's practice.	
a	Describe therapist's education, qualifications and role.
b	Differentiate the role of the therapist in relation to other health professionals.
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.
d	Explain the advantages and disadvantages of participating in psychotherapy.
e	Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.
f	Explain relevant rules and policies.
g	Respond to client questions.
h	Explain and obtain informed consent in accordance with legal requirements.
4.2 Establish and maintain core conditions for therapy.	
a	Employ empathy, respect, and authenticity.
b	Establish rapport.
c	Demonstrate awareness of the impact of the client's context on the therapeutic process
d	Demonstrate sensitivity to the setting in which therapy takes place.
e	Assume non-judgmental stance.
f	Explain theoretical concepts in terms the client can understand.
g	Foster client autonomy.
h	Maintain appropriate therapeutic boundaries.
i	Define clear boundaries of response to client's requests or demands.

j	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.
k	Employ effective skills in observation of self, the client and therapeutic process.
l	Demonstrate dependability.
4.5 Structure and facilitate the therapeutic process	
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.
c	Respond non-reactively to anger, hostility and criticism from the client.
d	Respond professionally to expressions of inappropriate attachment from the client.
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.
f	Recognize a variety of assessment approaches.
g	Formulate an assessment.
h	Develop individualized goals and objectives with the client.
i	Formulate a direction for treatment or therapy.
j	Practise therapy that is within therapist's level of skill, knowledge and judgement.
k	Focus and guide sessions.
l	Engage client according to their demonstrated level of commitment to therapy.
m	Facilitate client exploration of issues and patterns of behaviour.
n	Support client to explore a range of emotions.
o	Employ a variety of helping strategies.

Course Materials

1) **OWL-Sakai.** Students are required to have access to an adequate computer and internet connection to access the online OWL course site and Zoom. Students are responsible for monitoring class notices related to assignments and class cancellations. 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.** 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). *Sexual abuse by clergy: A crisis for the church.* Journal of Pastoral Care Publications / Wipf & Stock.
- "Chapter 1: When sex invades the ministerial relationship," (pp. 3-14)

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" and "Vulnerability or risk" (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; Gerson, Randy; & Petry, Sueli. (2020). *Genograms: Assessment and treatment.* Fourth Editions. New York: W.W. Norton & Company.
- "5: Exploring Family Constellations with Genograms" (pp. 152-173)

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

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

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

Transitional Council, College of Registered Psychotherapists in Ontario. (2012). Entry-to-practice competency profile for registered psychotherapists.

Turnell, Andrew & Edward, Steve. (1993). Introduction to Solution Focused Brief Therapy for School Psychologists. Centrecare Brief Therapy Services and Michelle Wilson and Andrew Turnell.
- "Assumptions of Solution Focused Approach" (p. 4)
- "Of Miracles and Goals…" (pp. 6-7)
- "Of Exceptions, Past Successes, Pre-Session Change and Parts of Miracles" (pp. 8-9)
- "Scaling Questions" (pp. 10-12)
- "Co-Operative Client Therapist Relationships" (pp. 13-16)
- "Tasks in Solution Focused Brief Therapy" (pp. 19-20)

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 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. 249-268)
- Walsh, F. "Family resilience: Strengths forged through adversity" (pp. 399-422)

3) **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 Grape? [Motion picture]. Los Angeles: Paramount.

Assignments & Methods of Evaluation of Assignments

1) **Open Book Exams** (80%). 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.
- Identified Patient (due Week 8)
- Emotional Triangles (due Week 8)
- Core Conditions (due Week 10)
- Exception Questions (due Week 10)
- Customer Classification (due Week 12)
- Scaling Questions (due Week 12)

2) **Class participation** (20%). Students are expected to participate in class discussions, practise sessions, and online assessments and discussion forum. Attendance throughout the course is required. ***Course outcomes and assignments 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 and Online Discussions (10 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 Syllabus

1. **Tuesday, September 13, 2022**
   Integrated Model of Spiritual Care and Counselling

   Online Modules Prior to Class:
   • pastoral paradigm and pastoral care
   • common factors

   Required readings (Custom Course Book):
   • CRPO, "Entry-to-practice competencies"
   • Morrison, "The pastorate as helping relationship"

   CRPO Competencies:
   • 1.2(a) Integrate the theory or theories upon which the therapist's practice is based.
   • 1.3(b) Recognize the range of psychotherapy practised within the province of Ontario.
   • 4.5(j) Practise therapy that is within therapist's level of skill, knowledge and judgement.

2. **Tuesday, September 20, 2022**
   Pastoral Care and Counselling Foundations

   Online Modules Prior to Class:
   • five distinguishing features
   • use of scripture in pastoral counselling
   • narrative theory and pastoral counselling

   Required readings (Custom Course Book):
   • Capps & Fowler, "Identifying the facts of the pastoral care case"

   CRPO Competencies:
   • 1.2(a) Integrate the theory or theories upon which the therapist's practice is based.
   • 1.1(b) Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.
   • 1.2(b) Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.

3. **Tuesday, September 27, 2022**
   Contextual and Extra-Therapeutic Factors

   Online Modules Prior to Class:
   • intercultural competence
   • resilience

   Required readings (Custom Course Book):
   • McGoldrick & Ashton, "Culture: A challenge to concepts of normality"
   • Amer & Jalal, "Chapter 6: Individual psychotherapy/counseling: Psychodynamic, cognitive-behavioral, and humanistic-experiential models"
   • Walsh, "Family resilience: Strengths forged through adversity"

   CRPO Competencies:
   • 1.5(a) Integrate knowledge of human diversity.

- 1.5(b) Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.
- 1.5(c) Adapt the therapist's approach when working with culturally diverse clients
- 1.5(d) Recognize barriers that may affect access to therapeutic services
- 4.2 (d) Demonstrate sensitivity to the setting in which therapy takes place.
- 1.5(e) Identify culturally-relevant resources
- 4.5(b) Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.

4. **Tuesday, October 4, 2022**
   Family Systems Theory

   Online Modules Prior to Class:
   - family systems concepts
   - family systems processes

   Required readings (Custom Course Book):
   - Friedman, "Family systems theory: five basic concepts"
   - Friedman, "Understanding family process"

   CRPO Competencies:
   - 1.2(a) Integrate the theory or theories upon which the therapist's practice is based.
   - 1.2(b) Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.
   - 4.5(c) Respond non-reactively to anger, hostility and criticism from the client.
   - 4.5(e) Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.
   - 4.5(m) Facilitate client exploration of issues and patterns of behaviour.

5. **Tuesday, October 11, 2022**
   Safe and Effective Use of Self

   Online Modules Prior to Class:
   - professional power and boundaries
   - therapeutic impairment

   Required readings (Custom Course Book):
   - Peterson, "Chapter II: The power differential in the professional-client relationship"

   CRPO Competencies:
   - 1.2(a) 4.2(h) Maintain appropriate therapeutic boundaries
   - 4.2(i) Define clear boundaries of response to client's requests or demands.
   - 4.2(j) Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.
   - 4.5(d) Respond professionally to expressions of inappropriate attachment from the client.
   - 4.2(k) Employ effective skills in observation of self, the client and therapeutic process.

6. **Tuesday, October 18, 2022**
   The Therapeutic Relationship

   Online Modules Prior to Class:
   - client orientation and informed consent
   - core conditions

   Required readings (Custom Course Book):

- VanKatwyk, "Appendix 1: The three core care conditions"
- Rogers, "The necessary and sufficient conditions of therapeutic personality change"

CRPO Competencies:
- 4.1(a) Describe therapist's education, qualifications and role.
- 4.1(b) Differentiate the role of the therapist in relation to other health professionals.
- 4.1(c) Explain the responsibilities of the client and the therapist in a therapeutic relationship.
- 4.1(d) Explain the advantages and disadvantages of participating in psychotherapy.
- 4.1(e) Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.
- 4.1(f) Explain relevant rules and policies.
- 4.1(g) Respond to client questions.
- 4.1(h) Explain and obtain informed consent in accordance with legal requirements.
- 4.2(a) Employ empathy, respect, and authenticity.
- 4.2(b) Establish rapport.
- 4.2(e) Assume non-judgmental stance.
- 4.2(g) Foster client autonomy.
- 4.2(j) Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.
- 4.2(k) Employ effective skills in observation of self, the client and therapeutic process.
- 4.2(l) Demonstrate dependability
- 1.2(e) Establish a therapeutic relationship informed by the theoretical framework.
- 4.2(f) Explain theoretical concepts in terms the client can understand.

7. **Tuesday, October 25, 2022**
   Genograms and Assessment

   Online Modules Prior to Class:
   - assessment tools
   - genograms

   Required readings (Custom Course Book):
   - McGoldrick, "5: Exploring Family Constellations with Genograms"
   - VanKatwyk, "Appendix 3: Genogram format"

   Required readings (OWL):
   - Puchalski, C.M. (2012). Chapter 29: Restorative Care. In Cobb, M *et al* (Eds.), Oxford Textbook of Spirituality in Healthcare (pp. 197-210). Oxford University Press.
   - Morrison, "Spiritual Screening: Why Care?"

   CRPO Competencies:
   - 4.5(f) Recognize a variety of assessment approaches.
   - 4.5(g) Formulate an assessment.
   - 4.5(m) Facilitate client exploration of issues and patterns of behaviour.

** **Tuesday, November 1, 2022 ~ READING WEEK ~ No Class** **
   - use this time to i) complete your first set of open book exams (due week 8), ii) get started on week 10 and 12 exams, iii) get ahead on next week's readings.

8. **Tuesday, November 8, 2022**
   Goal Setting and Treatment Planning

   Online Modules Prior to Class:

- goal setting and treatment planning
- solution focused assumptions

Required readings (OWL):
- Turnell, Andrew & Edward, Steve. (1993*). Introduction to Solution Focused Brief Therapy for School Psychologists*. Centrecare Brief Therapy Services and Michelle Wilson and Andrew Turnell.
  - o "Assumptions of Solution Focused Approach"
  - o "Of Miracles and Goals…"
  - o "Of Exceptions, Past Successes, Pre-Session Change and Parts of Miracles"

CRPO Competencies:
- 4.5(h) Develop individualized goals and objectives with the client.
- 4.5(a) Communicate in a manner appropriate to client's developmental level and socio-cultural identity.
- 4.5(h) Develop individualized goals and objectives with the client.
- 4.5(i) Formulate a direction for treatment or therapy.

Due online (OWL) prior to class:
- Open book exams: 1) Identified Patient, 2) Emotional Triangles

9. **Tuesday, November 15, 2022**
   Solution Focused Pastoral Counselling

   Online Modules Prior to Class:
   - solution focused techniques
   - client types

   Required readings (OWL):
   - Turnell, Andrew & Edward, Steve. (1993). *Introduction to Solution Focused Brief Therapy for School Psychologists*. Centrecare Brief Therapy Services and Michelle Wilson and Andrew Turnell.
     - o "Scaling Questions"
     - o "Co-Operative Client Therapist Relationships"
     - o "Tasks in Solution Focused Brief Therapy"

   CRPO Competencies:
   - 4.5(a) Communicate in a manner appropriate to client's developmental level and socio-cultural identity.
   - 4.5(h) Develop individualized goals and objectives with the client.
   - 4.5(i) Formulate a direction for treatment or therapy.
   - 4.5(k) Focus and guide sessions.
   - 4.5(l) Engage client according to their demonstrated level of commitment to therapy.

10. **Tuesday, November 22, 2022**
    Helping Strategies

    Online Modules Prior to Class:
    - helping styles
    - Satir iceberg

Required readings (OWL):
- VanKatwyk, "Chapter 7 - The helping style inventory: A synthesis"

CRPO Competencies:
- 4.5(o) Employ a variety of helping strategies.
- 1.2(d) Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.
- 4.5(e) Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.

Due online (OWL) prior to class:
- Open book exams: 3) Core Conditions, 4) Exception Questions

11. Tuesday, November 29, 2022
Change Process and Evaluation

Online Modules Prior to Class:
- trans-theoretical change theory

Required readings (OWL):
- no assigned readings this week
- catch up on missed readings

CRPO Competencies:
- 1.2(f) Integrate a theory of change consistent with the therapist's theoretical orientation.

12. Tuesday, December 6, 2022
Professional Standards

Online Modules Prior to Class:
- codes of ethics and standards of practice
- clergy sexual misconduct

Required readings (OWL):
- Fortune, "Chapter 1: When sex invades the ministerial relationship"
- Fortune, "Ethical analysis: summary" and "Vulnerability and risk"
- Fortune, "Preserving boundaries in the ministerial relationship"

CRPO Competencies:
- 1.5(b) Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.
- jj4.2(j) Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.
- 4.2(h) Maintain appropriate therapeutic boundaries
- 4.2(i) Define clear boundaries of response to client's requests or demands.
- 4.5(d) Respond professionally to expressions of inappropriate attachment from the client.

Due online (OWL) prior to class:
- Open book exams: 5) Customer Classification, 6) Scaling 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: https://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

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 Western University 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:**
   - Huron's Faculty of Theology, Office of the Dean: http://www.huronuc.on.ca > Theology
   - Faculty of Theology office: srice@uwo.ca, 519-438-7224, ext. 289
   - Bachelor's Academic Advising at Huron: https://huronatwestern.ca/student-life/student-services/academic-advising/
   - Huron's Writing Skills Centre: https://huronatwestern.ca/library/writing-services/
   - Mental Health@Western: 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.
   - Student Accessibility Services: http://academicsupport.uwo.ca/accessible_education/index.html Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their faculty (normally their Dean and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged.
   - Services provided by Western University Student Council: http://westernusc.ca/your-services/

5. **Academic Accommodation for Absences:** *Types of Accommodation and how to use them:*
   https://registrar.uwo.ca/academics/academic_considerations/index.html
   Student Medical Certificate can be found here, if required:
   https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf
   Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:
   i. **Medical absences:** submit a request for a medical accommodation for work due worth more than 10% of your final grade, to the Dean of Theology or your home faculty.
   ii. **For non-medical absences**, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.
   Any documentation required must be submitted by the student directly to your Faculty's Dean's office (or academic counselor), and not to the instructor. For students of the Faculty of Theology, all such documentation must be submitted to room A227. It will be the Dean`s office that will determine if accommodation is warranted.