

Course Outline: 2021-22

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

Recording of Classes: All of the remote learning sessions for this course will 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 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 Outcomes

Upon successful completion of this course, a student should be able to demonstrate:

- 1) an *understanding* of a wide array of entry-to-practice competencies identified by CRPO;
- 2) *critical reflection skills* to integrate theological and social science models of care and counselling;

- 3) *attitudes, habits and character* needed for mature congregational pastoral care and counselling;
- 4) *practise skills* for basic pastoral care and counselling competencies.

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. Web accessed: July 7, 2014.

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 (5 points)
 - Online Student Self-Assessments (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 Syllabus

1. Tuesday, September 14, 2021 Integrated Model of Pastoral Care and Counselling

Online Modules Prior to Class:

- pastoral paradigm and pastoral care
- common factors
- brief history of pastoral counselling

Required readings (Custom Course Book):

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

2. Tuesday, September 21, 2021
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"

3. Tuesday, September 28, 2021
Contextual and Extra-Therapeutic Factors

Online Modules Prior to Class:

- resilience
- intercultural competence

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"

4. Tuesday, October 5, 2021
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"

5. Tuesday, October 12, 2021
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"

6. Tuesday, October 19, 2021
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"

7. Tuesday, October 26, 2021
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?"

**** Tuesday, November 2, 2021 ~ 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 9, 2021
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.
 - "Assumptions of Solution Focused Approach"
 - "Of Miracles and Goals..."
 - "Of Exceptions, Past Successes, Pre-Session Change and Parts of Miracles"

Due online (OWL) prior to class:

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

9. Tuesday, November 16, 2021
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.
 - “Scaling Questions”
 - “Co-Operative Client Therapist Relationships”
 - “Tasks in Solution Focused Brief Therapy”

10. Tuesday, November 23, 2021
Helping Strategies

Online Modules Prior to Class:

- helping styles
- Satir iceberg

Required readings (OWL):

- VanKatwyk, “Chapter 7 - The helping style inventory: A synthesis”

Due online (OWL) prior to class:

- Open book exams: 3) Core Conditions, 4) Exception Questions

11. Tuesday, November 30, 2021
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

12. Tuesday, December 7, 2021
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”

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. **Submitting a Self-Reported Absence form** provided that the conditions for submission are Met (see below);
 - ii. **For medical absences, submitting a Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration (for instance, when a Self-Report is not possible: any assignment worth more than 30%, final exams, or December mid-terms during exam schedule); or
 - iii. **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.

Further Details about Requests for Academic Consideration Self-Reported Absence Form

The full Policy on Academic Consideration for student absences is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

. Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed a maximum of two self-reported absences between September and April and one self-reported absence between May and August
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48-hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence