



School of Advanced Leadership Training

CHM2200/MIN5300

FOUNDATIONS OF PASTORAL CARE

Syllabus

April 10 - May 12, 2007

2 Units

Hope International University

2500 E. Nutwood Avenue

Fullerton, CA 92831

www.hiu.edu

COURSE DESCRIPTION

This 5-week course examines both the theoretical and theological principles behind pastoral care. It also equips participants with effective foundational skills for providing pastoral care, including active listening, crisis management, visitation protocols and pastoral prayer.

HOPE INTERNATIONAL UNIVERSITY MISSION

Hope International University empowers students through Christian higher education to serve the Church and impact the world for Christ.

SALT VISION

Through the *School of Advanced Leadership Training (SALT)* Hope International University partners with churches to develop effective servant leaders within the local congregation. The title "*SALT*" evokes Jesus' reminder that his disciples should be "the salt of the earth" (Matthew 5:13).

SALT courses promote students' *biblical, professional, and personal development*. Through courses focusing on "Biblical Development," students gain a working knowledge of the Christian Scriptures, interpretive methods for "correctly handling the word of truth" (2 Timothy 2:15), and guidance in applying God's word in their daily lives. Through courses focusing on "Professional Development," students gain practical insights and skills for fruitful ministry. Courses focusing on "Personal Development" promote emotional health, personal maturity, and growth in one's relationships with God and others.

COURSE GOALS AND OBJECTIVES

Goal: To equip students with basic counseling skills.

Objective: Students will be able to demonstrate an understanding of a basic skilled listening model including active listening, paraphrasing and probing. This will be measured through exercises and through written assignments.

Objective: Students will identify situations that are beyond their scope of expertise and learn appropriate referral skills. This will be measured through threaded discussions.

Goal: Students will learn how to identify and help someone who is dealing with grief and loss.

Objective: Students will demonstrate their understanding of the grief cycle as well as important counseling strategies to help with loss issues. These skills will be assessed through lectures, texts and written assignments.

Objective: Students will demonstrate their understanding of the most important things to say and do as well as the most important things to avoid in the process of grief counseling. These skills will be assessed through writing assignments as well as threaded discussions.

Goal: Students will be able to integrate Jesus' Model of Counseling into their own counseling efforts.

Objective: Students will read and reflect on Jesus' use of listening, caring and responding and integrate these findings into their take away files and their reflection papers. They will also integrate these findings into threaded discussions.

Objective: Students will present a personal model of Christian counseling as a part of their final paper.

ONLINE COURSE FORMAT

Hope International University offers this course online, via the World Wide Web (supplemented by textbooks and electronic mail), through the assistance of *eCollege*, an online learning software and services provider based in Denver, Colorado. Students access course materials by entering Hope's website (www.hiu.edu), using the Quick Link to *HopeOnline Log-in*, and then clicking on the link to CHM2200/MIN5300. Mr. Frank Baresel, HIU's SALT Director, will contact each student enrolled in the course, providing instructions and passwords needed to enter *HopeOnline*. The *HopeOnline* site contains a Student Orientation Tutorial designed to equip class members for online study.

The course extends for 5 weeks (7 weeks for graduate students), with each "course week" beginning on a Tuesday. On each Tuesday a new unit opens, allowing students access to assignments and other course materials pertaining to that week. Generally, the professor will leave units open through the end of the course, so that students may review earlier units anytime they wish. However, some assignments close on a given due date, which means that students must be careful to complete

their assignments on time. Students should regularly consult the Course Schedule (given below) to be sure they complete their work in a timely manner.

The professor recommends that students complete the various readings and assignments in the order in which they are presented. However, the format does allow some flexibility for students to modify their approach or even to work ahead.

Students are not required to be online at the same times as their classmates. However, they should check in regularly (preferably at least once per day) to access new materials, submit assignments, and/or participate in ongoing threaded discussions. By monitoring students' user activity, the eCourse instructor tracks each student's accomplishments, attendance, and participation.

Required Acrobat Reader

To view and print handouts in your online course, you must have Acrobat Reader 4.0 or higher installed on your computer. If you lack this program, please follow these steps to download it:

1. Click <http://www.adobe.com/products/acrobat/readstep2.html> to access the Acrobat Reader download web page.
2. Read and complete the download instructions.

COURSE APPROPRIATE COMMUNICATION

Hope International University makes the following request concerning online communication with fellow classmates:

Being actively involved with your online courses, and in regular communication with other students and your instructors by e-mail and threaded discussion, is very much *Hope's* expectation and essential to your academic success. However, especially when choosing to e-mail your entire class group, the content of the student messages should be relevant to course material and supportive of one another. At times, even personal messages requesting prayer or offering encouragement can be appropriate. However, forwarding "junk mail" or sending messages of personal interest to you simply clutter up an already very busy course schedule. Your instructor and classmates appreciate your refraining from such behavior.

ACADEMIC SUPPORT

Several forms of help are available to you to address problems you may have with your online course:

Course Issues

Contact your instructor for anything related to assignments, expectations, or other curricular matters.

If you can't get a response from the instructor, contact an SPS Student Services representative at *Hope*.

- By email: SALT@hiu.edu
- By telephone: (888) 352-4673, Monday through Friday, 8:00 a.m. – 5:00 p.m.

Technical Support for HopeOnline

If you have trouble accessing the online system, can't get a lecture to play, or have difficulties accessing part of your course, please use the following resources:

- HelpDesk by e-mail: helpdesk@hopeonline.edu
- HelpDesk by telephone: (303) 873-0005 (24 x 7)
- Student Orientation Course—see the Special Courses link on your login page.

Continued or Unresolved Issues

If your problem is not resolved or you do not receive reasonable service, please contact the SALT Director at (888) 352-4673.

COURSE REQUIREMENTS

Students may enroll in this *SALT* course for audit, undergraduate credit, or graduate credit. Course requirements vary for each level, as described below.

Audit Students (No Credit). Audit students enroll in the course for personal enrichment without seeking University credit. They are given access to all course materials, and may participate in group discussions and any other learning activities (readings, exercises, etc.). The University *recommends* that they complete as many undergraduate assignments as possible because those learning activities will greatly increase the value of the course. However, audit students *not required* to submit assignments and do not receive a final grade.

Undergraduate Credit (Bachelor's Level). Students enrolled in the course for undergraduate credit must complete all assignments designated for "all students" or for "undergraduate credit" (see below). They will have a final grade recorded on their University transcript.

Graduate Credit (Master's Level). Students enrolled in the course for graduate credit must complete all assignments designated for "all students" or for "graduate credit" (see below). They will also have a final grade recorded on their University transcript. Graduate students must complete additional readings and assignments beyond those required for undergraduates. Accordingly, graduate students receive an additional two weeks to complete those assignments (see the Course Schedule, which appears below).

Course Requirements: Credit students must complete *all* of the following requirements in order to receive a passing grade:

A. Attendance. Students are not required to be online at the same times as their classmates. However, they should check in regularly (preferably at least once per day) to access new materials, submit assignments,

and/or participate in ongoing threaded discussions. By monitoring students' user activity, the eCourse instructor tracks each student's "attendance" or participation.

Instructors are expected to reduce grade points awarded to credit students who do not actively participate online. The number of points deducted is left to the discretion of the instructor.

IMPORTANT NOTE: Due to the amount of course material missed, any credit student absent for more than 30% of a course must withdraw from that course. This is a federal requirement for those receiving financial aid.

B. Reading Assignments. Students should carefully complete all assigned readings because they will contribute greatly to the students' understanding and will supplement the professor's online presentations. The texts *required* for this course are:

Audit and Undergraduate Credit

- *The Bible*
- Norman Wright, *The New Guide to Crisis and Trauma Counseling*. 2003. Regal Books

Graduate Credit

- *The Bible*
- J. James and R. Friedman, *The Grief Recovery Handbook*. 1998. Harper Perennial
- Norman Wright, *The New Guide to Crisis and Trauma Counseling*. 2003. Regal Books

Students are strongly urged to purchase personal copies of each of these texts for use in this course and for future reference. All of these texts are available through the Hope International University Bookstore (714-879-3901, extension 1233), or other services.

In the Course Schedule (see below), the professor assigns specific readings for specific units. Students should complete these readings on schedule so that they will be prepared for related assignments and examinations. (Students may read ahead if they wish.)

C. Reading Logs (Graduate Students Only). Graduate students must prepare a 2-page Reading Log for both of the books read for this course. Reading logs are double-spaced written responses to the course readings. These are not summaries but rather reflective in nature. In light of the reading, what conclusions have you come to? In light of the reading, how will your pastoring and encouraging look and feel?

D. Lectures. The course includes 15 audio lectures linked to Microsoft PowerPoint presentations. I have also provided outlines for each lecture. I recommend that students download the outlines, and then use them for taking notes as they listen to the lectures. Careful attention to the lectures and readings will prepare students to complete the Exercises and other assignments included in the course.

E. Threaded Discussions. Each course week includes a threaded discussion focusing on topics related to the course. Usually threaded discussions are designed to be scholarly. In the case of this course, the discussions will be a bit more personal and reflective; however, it will be helpful if your posts to the discussions are supported by scripture, the texts, and other scholarly sources whenever possible. The point of the discussions is to advance your understanding and sharpen each other through debate, discussions, disclosure and encouragement. Please be respectful of each other and don't write anything that you wouldn't say in person.

HIU GUIDELINES FOR THREADED DISCUSSIONS
(For grading policies regarding threaded discussions, see below.)

The purpose of threaded discussions is first and foremost for you, the student, to test your understanding of the assigned readings. You can read the material, but the test of whether you have some mastery of the concepts and their relevance is the extent to which you can discuss and apply them. If we met in class, we could discuss the topics verbally. The threaded discussion dialogues replace classes. You will find some topics and concepts more useful than others, or easier to understand and apply. Not everyone will see things the way you do, so we will all benefit from your comments if you find something particularly useful -- or if you find something particularly worthless!

Dialogue etiquette requires that posts be no longer than 200 words. If you can't make your point in that amount of verbiage, you probably are wandering an intellectual desert. The focus is on critical thinking about the material assigned for the week.

You are expected to use the discussions and other interaction assignments to show your understanding of questions about, and application of, the content of the reading. You could do this in several ways:

1. Answer all or part of the discussion questions posed by the instructor by citing concepts covered in the assigned reading. Example: "Christian values held by top leaders often do not penetrate lower organization levels because, as Finkelstein and Hambrick ("F & H") point out, top leaders in larger companies spend most of their time interacting with a small group of people at the same level as themselves."

2. Asking specific questions about some concepts in the readings. Example: "I'm unclear why F & H state propositions that seem like just common sense. What's the point of

researching something as evident that boards that have more power are more involved in key decisions?"

3. Challenging some assertion present in the reading. Example: "F & H assert that boards of companies operating in more turbulent environments will have more strategic involvement. This doesn't make sense. Boards meet once a quarter and provide timely input in turbulent conditions. Besides, board members know their own environments well, but may not know beans about the company's."

4. Taking a position based on the concepts in the reading, and extrapolating from it. Example: "If as F & H assert, the prestige of board members makes a difference in the board's strategic involvement, then universities should have very involved boards b/c they tend to be loaded with high prestige people. But this seems to vary a lot by university. So other things must be involved here."

These are not exhaustive examples. Whatever form of dialogue will help your understanding and application of the material will be appropriate. If you find yourself just "going through the motions" of dialogue to meet the requirement, you first need to look at you -- why are you in this frame of mind? If there is a problem with the focus of the discussion, or anything else, then let's hear it and remedy it.

Evaluation of dialogue considers a balance of quality and quantity. Dialogue is a process rather than an assignment. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. It is important that you demonstrate mastery of the material through new application or evaluation of the material.

F. Face to Face Exercises: For All Students(either at the host church or with a mentor if you are not able to be involved with the group at the host church)

These are pass/fail exercises that are essential to your learning. It is critical that you attend each week's meeting. Your facilitator/mentor will let me know if you were there and engaged in each week's learning activities. It is one thing to read about active listening and supportive counseling. It is quite another to work through actually learning the skills. You don't have to do the skills perfectly but you do have to attempt them and be open to feedback.

For those not at the host church, please identify a mentor pastor or church leader as quickly as possible and let me know that person's contact information. I'll need to have a small amount of contact each week with him or her. Email me at palexander@hiu.edu.

G. Interview Assignment: (Graduate Credit Only- due the third week of the course)

Interview three people who have been through a time of crisis or loss (important: not a recent loss or crisis) and ask them to answer the question "What are some of the things that people said and did that helped you through this time of crisis, and what are some of the things that people said and did that did not at all help you during your time of crisis?" Write up a summary of this conversation in paragraph form. Write-up will be 1-2 pages for each of the interviews. Following the individual summaries (not after each but after all of them) you will write two to three pages related to the important ideas and impressions you have gleaned from the three interviews. This should be typed and submitted to document sharing by the third week of the course.

H. "Take Away File" Assignment: (Please Note there are different requirements for graduate students – due for all students at the end of week 5)

For Undergraduate Students: You will design five one-page handouts. Be creative. The handouts are to help your future students understand the topic. You will choose 5 topics from this list:

- Death: Helping Someone in The Dark Days of Loss
- Divorce: Helping Someone Walk Through Separation and Divorce
- Grief and Loss: Understanding the Process
- Anxiety and Depression: Facts and Helpful Suggestions
- What Not to Say to Someone Going Through Loss
- What TO Say to Someone Going Through Loss
- What the Bible says about Comfort and Hope
- A Simple Counseling Model for Christian Workers
- Scriptures that Inspire and Comfort
- A topic of your choosing

You should feel free to use some graphics that help if you'd like.

For Graduate Students: You will follow the same guidelines, but you will do **all** of the topics.

I. Final Paper.

This is to be a summative paper. It will pull together all that you have learned and experienced throughout this course. Construct the paper in a way that helps you to take away the heart of listening and counseling skills. Think of it as the manuscript for a 10-15 minute presentation you might give entitled "Important Aspects of Counseling and Pastoral Care." You will need to have some academic references but it is largely a personal paper.

Undergraduate length will be 4-6 pages (for the main body of the paper). Graduate length will be 7-10 pages (for the body of the paper). Please follow the Essay Writing Guidelines provided. It will include a title page, and a reference page.

Undergraduate Credit Due Date is the end of Week 5

Graduate Credit Due date is the end of Week 7)

TIME REQUIREMENTS

Foundations of Pastoral Care is prepared according to *Hope's* standards for accredited, University-level, accelerated courses for adults. Although individual time requirements will vary, the average student should be able to complete the course requirements within the following timeframe:

Undergraduate Credit Assignments	Minutes	Graduate Credit Assignments	Minutes
Threaded Discussions 5 x 60 minutes	300	Threaded Discussions 5 x 60 minutes	300
-	-	Interview Assignment	800
Face to Face Exercises at Host Church or with Mentor	500	Face to Face Exercises at Host Church or with Mentor	500
Final Paper (4-6 pages)	300	Final Paper (7-10 pages)	600
Reading 450 pages x 2 minutes	900	Reading 620 pages x 2 minutes	1250
-	-	Reading Logs 2 x 62.5 minutes	125
Lectures 15 x 15 minutes	225	Lectures 15 x 15 minutes	225
Bible Reading	150	Bible Reading	150
"Take Away File" 5 topics	300	"Take Away File" 10 topics	1200
TOTALS	2675		5150
	(45 hours)		(86 hours)

On average, an undergraduate student should plan to devote about 9 hours of serious study per week to this course (9 hours x 5 weeks = 45 hours total). A graduate student should devote a little over 12 hours per week to the course (12 hours x 7 weeks = 84 hours total). ***To get the most out of this learning experience, students should plan their schedules to allow sufficient time for study.***

GRADING

Earning Points. I have placed a numerical value on each graded assignment, so that students may earn up to 1000 points for the entire course:

Undergraduate Credit Assignments	Point s	Graduate Credit Assignments	Point s
Threaded Discussions 5 discussions x 30 points	150	Threaded Discussions 5 discussions x 30 points	150
		Interview Assignment	200
Face to Face Exercises	150	Face to Face Exercises	150

5 weeks x 30 points		5 weeks x 30 points	
"Take Away File" 5 topics x 70 points each	350	"Take Away File" 10 topics x 25 points each	250
Final Paper (4-6 pages)	350	Final Paper (7-10 pages)	200
-	-	Reading Logs 2 logs x 25 points	50
TOTALS	1000		1000

Final Grades for the Course. Final grades for the course are based on the following scale:

Grade	Points
A	900–1000
B	800–899
C	700–799
D	600–699
F	0–599

Assignment Grades. Grades for the various types of assignments will be awarded according to the following criteria:

A. Class Participation. Students do not *receive* points for class participation. However, as noted above, credit students may *lose* points for not actively participating in course learning activities. The eCollege system allows professors to monitor students' online activities (e.g. whether or not they listen to course lectures and Bible Insights), so instructors may deduct points at their discretion if students ignore course requirements.

IMPORTANT NOTE: *Due to the amount of course material missed, any credit student absent for more than 30% of a course must withdraw from that course. This is a federal requirement for those receiving financial aid.*

B. Threaded Discussions. Hope International University use the following criteria for evaluating student participation in online discussions:

Evaluation of dialogue considers a balance of quality and quantity. Dialogue is a process rather than an assignment. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. It is important that you demonstrate mastery of the material through new application or evaluation of the material.

GROUP OR THREADED DISCUSSION PARTICIPATION		
CRITERIA AND GRADING		
GRADE "A"	GRADE "B"	GRADE "C"

GROUP OR THREADED DISCUSSION PARTICIPATION		
CRITERIA AND GRADING		
GRADE "A"	GRADE "B"	GRADE "C"
Reads all group discussion messages. Posts three or more constructive messages in each discussion. Postings tend to be spread throughout the assigned time frame indicating frequent access to the discussions.	Reads most group discussion messages. Posts about two constructive messages in each discussion. Messages tend to be clustered with long intervals between clusters indicating infrequent access to the discussions.	A lurker, tends to read messages in the discussion but contributes little of value.
Messages are characterized by conciseness, clarity of argument, depth of insight into theoretical issues, originality of treatment, relevancy, and sometimes include unusual insights. Arguments are well supported. Frequently includes Christian/biblical perspectives. When assigned, posts useful discussion thread messages on time.	Messages tend to provide good general answers but may not always directly address discussion topics. Messages may also have a tendency to ramble. Content is dominated by opinions rather than by analysis and creative thought. Assertions are not supported by evidence. Rarely includes Christian/biblical perspectives.	Messages tend to address peripheral issues and/or ramble. Content is generally accurate, but with some omissions and/or errors. Tendency to recite fact rather than address issues. Rarely includes Christian/biblical perspectives. When assigned, posts discussion thread messages late.
Sometimes includes good questions that stimulate discussion. Frequently responds to questions from others.	Rarely includes questions that stimulate discussion. Sometimes responds to questions raised by others.	Never includes questions that stimulate discussion. Rarely responds to questions raised by others.
Collaborative learning is evidenced by comments directed primarily student-to-student rather than student-to-instructor. Evidence of support and encouragement is exchanged between students, as well as willingness to critically evaluate the work of others with constructive comments.		Shows little evidence of collaborative learning. Most comments are directed student-to-instructor. Rarely critically evaluates the work of others.
Messages reflect gentleness, generosity, caring and compassion. Messages are never rude and never reflect hostility.		
Messages contain few, if any, errors in spelling and/or grammar (indicating proofreading). Messages are well-formatted with appropriate spacing and are easy to read.		Messages may contain numerous errors in spelling and grammar.

C. Written Assignments. Assignments for the Foundations of Pastoral Care course are primarily reflective in nature, rather than research pieces. Students are expected to think through the issues raised in the reading and lectures, and to apply those insights in their reflections on pastoral care. Such work requires *insight, discernment, clarity, precision, and critical analysis*. Critical analysis is particularly important *in all assignments*. Work submitted to the professor should be the result of careful thought and not simply hasty, last-minute preparation.

Material in the **A range (95-100% of possible points)** is comprehensive in its coverage of the issues, thorough, clear and persuasive in its argumentation, and demonstrating high levels of academic performance and original thought. It is marked by superior interaction with Scripture and other resources. Spelling, grammar, formatting, and citation are at a high level.

Material in the **B+ and A- range (88-94% of possible points)** is thorough in its coverage of the relevant issues, written with a sense of movement and momentum, and displaying a solid grasp of the material. It is marked by good interaction with Scripture and other resources. Spelling, grammar, formatting, and citation are generally good.

Material in the **B- and B range (81-87% of possible points)** addresses the issues (though perhaps a bit superficially) and is written in a way that communicates but probably does not inspire. Interaction with Scripture and other resources is adequate but not comprehensive. Spelling, grammar, formatting, and citation are at least adequate.

Material in the **C range (71-78% of possible points)** is relatively poor in quality. It addresses the issues or the topic superficially, though may communicate moderately well. It may give slight attention to Scripture and other resources (where appropriate), but probably at a proof-texting level only. Spelling, grammar, formatting, and citation may be of low quality.

Material in the **D range (61-70% of possible points)** is barely acceptable. It demonstrates effort but little familiarity with the issues of the assignment. The student may be awarded a D as a concession to genuine effort and time invested, but the content of the assignment is generally inadequate. There may be insufficient attention to issues of spelling, grammar, formatting, and citation.

Where there is little evidence of serious effort or time invested, and little or no relevance to the specific assignment that was set, the student can anticipate an **F grade (0 points)**.

Format for Written Assignments. Students must prepare written assignments according to the following instructions:

1. Assignments should include the name of the student, the name of the course, the title of the assignment, and the due date.
2. Assignments should include one-inch margins, and be double-spaced with a size 12 font (preferably Times New Roman). Regarding form, HIU students are required to follow the *Publication Manual of the American Psychological Association*. Students should either purchase their own copy for reference, or they may find most of the material online at:

[APA Style Tips \(http://apastyle.apa.org/previoustips.html\)](http://apastyle.apa.org/previoustips.html)

The following link will take you to some "Essay Writing Guidelines" used in the Graduate Ministry Department. The "Guidelines" include sample bibliographic forms and other helpful materials.

[Essay Writing Guidelines](#)

3. If students directly quote an author, they should put quotation marks around short quotes and use block quotes (single spacing and indentation) for longer passages. At the end of the quote, include the author's surname and the page(s) on which the quote is found in parentheses. [EXAMPLE: (Fee & Stuart, 43-44)] For quotes from the Bible, simply include the book, chapter and verse. [EXAMPLE: (Matthew 16:20)]

ASSIGNMENT DEADLINES, EXTENSIONS, AND WITHDRAWAL POLICIES

Late Assignments and Extensions. Due dates for all assignments appear on the Course Schedule (see below) and on the course website. Grades for written assignments will be reduced by one full letter per day if projects are submitted after the due date.

Extensions for reasons of personal hardship or misadventure should be requested of the instructor (by e-mail) *before* the due date. When granted, no penalty will be applied for the period of the extension.

Professors' Grading Deadlines. Timely feedback from instructors is crucial to any educational endeavor. *Hope* therefore asks professors to grade minor assignments (Exercises, Threaded Discussions, and Reading Logs) within 24 hours of submission. They are asked to grade major assignments (Final Papers) within 1 week of submission. And they must submit final course grades no later than two weeks after the course ends based on work submitted to that point. Travel and other responsibilities sometimes force delays, but the instructors will make every effort to reach these goals.

Incompletes and Withdrawals. Any "Incomplete" or "Withdrawal" petition must be submitted prior to May 14. Without a signed petition, students will receive the grade earned according to the above measures.

ACADEMIC INTEGRITY

The principle rule of academic integrity is that each member of the University community will do one's own work, executed to the best of one's own ability, exclusively for the assignment for which it is presented. Because Hope International University seeks to develop mature Christian leaders and scholars, the University acknowledges the principle of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the University's educational objectives and the student's best

interests. Breaches of academic integrity will have an adverse impact on the grade of the relevant assignment.

COURSE SCHEDULE

PRELIMINARIES

- **Syllabus**
- **Textbooks**
- **Online Tutorial**
- **Student Introductions**

WEEK ONE The One Called Alongside: Listening is Everything (April 10 - 16)

- **Welcome**
- **Student Self-Introduction**
- **Scriptural Insight:** 2 Corinthians 1:1-5
- **Reading**

Audit and Undergraduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 1 - 6

Graduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 1 - 6

Read the following sections of James and Friedman, *The Grief Recovery Handbook*:

Part One: Chapters 1-5

- **Lecture 1:** What a privilege to minister to folks who are hurting!
- **Lecture 2:** What do people in Crisis need and REALLY not need?
- **Lecture 3:** Jesus' model of counseling
- **Lecture 4:** Counseling -- Basic building blocks
- **Discussion 1 (April 10 - 16):** Response to lecture content
- **Exercises at Host Church or with Mentor:**

- Blocks to Listening
- Tape Recorder
- Name the Movie

WEEK TWO Ministering During Times of Loss (April 17-23)

- **Introduction**
- **Scriptural Insight:** Job 2:11-13
- **Reading**

Audit and Undergraduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 7 - 13

Graduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 7 - 13

Read the following sections of James and Friedman, *The Grief Recovery Handbook*:

Part Two: Chapters 6 - 8

- **Lecture 5:** Anatomy of a Crisis
- **Lecture 6:** Death: The ultimate gone-ness
- **Lecture 7:** Divorce: The never-ending loss
- **Discussion 2 (April 17-23):** Help in times of loss
- **Interview Assignment for Graduate Students (due April 23):** Interview three people who have been through a time of crisis or loss (important: not a recent loss or crisis) and ask them to answer the question: "What are some things that people said and did that helped you through this time of crisis, and what are some things that people said and did that did not at all help you during your time of crisis?" Write up a summary of this conversation in paragraph form (2-3 pages per interview). Following the individual summaries (not after each but after all of them) write two to three pages related to the important ideas and impressions you have gleaned from the three interviews. This should be submitted to doc sharing by the end of the second week of the course.
- **Exercises at Host Church or with Mentor:**
 - Counseling Skills - Using questions wisely
 - Stressed out counselee issues and practice

WEEK THREE The Grief Cycle -- A Deeper Look (April 24 - 30)

- **Introduction**
- **Scriptural Insight:** John 11:35
- **Reading**

Audit and Undergraduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 14 - 16

Graduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 14 - 16

Read the following sections of James and Friedman, *The Grief Recovery Handbook*:

Part Two: Chapter 9; Part Three: Chapter 10

- **Lecture 8:** Loss is Loss
- **Lecture 9:** The cumulative nature of loss and grief
- **Lecture 10:** Ministering as Earthen Vessels
- **Discussion 3 (April 24 - 30):** The values of loss experiences of the counselor
- **Exercises at Host Church or with Mentor:**
 - Discussion
 - Model
 - Role Play Activity

WEEK FOUR Anxiety, Depression and Suicidality (May 1 - 7)

- **Introduction**
- **Scriptural Insight:** Matthew 26:38; Hebrews 4:15-16
- **Reading**

Audit and Undergraduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 17 - 18

Graduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 17 - 18

Read the following sections of James and Friedman, *The Grief Recovery Handbook*:

Part Three: Chapters 11 - 12

- **Lecture 11:** The Big Two: Anxiety and Depression
- **Lecture 12:** Suicidality -- A Brief Seminar
- **Lecture 13:** A Gentle Version of Reality Therapy -- 3 Big Questions
- **Discussion 4 (May 1 - 7):** Responsible to or for folks struggling with intense emotions
- **Exercises at Host Church or with Mentor:**
 - Donut Lady
 - Resistance

WEEK FIVE Pastoral Prayer and Visitation (May 8 - 14)

- **Introduction**
- **Scriptural Insight:** Galatians 6:2; 2 Corinthians 3:5
- **Reading**

Audit and Undergraduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 19 - 21

Graduate Credit

Read the following sections of Norman Wright, *The New Guide to Crisis and Trauma Counseling*:

Chapters 19 - 21

Read the following sections of James and Friedman, *The Grief Recovery Handbook*:

Part Three: Chapter 13

- **Lecture 14:** One small step for you, a huge impact for them: The gift of the visit

- **Lecture 15:** Let God be God: He'll fill in the blanks -- Better to go and struggle than not go
- **Discussion 5 (May 8 - 14):** Your "Take Away File"
- **Exercises at Host Church or with Mentor:**
 - Debrief
 - Presentations
 - Prayer Circle
- **"Take Away File" Assignment (due for all students May 14)**

For Undergraduate Students: Design five one-page handouts. Be creative. The handouts are to help your future students understand the topic. Choose 5 topics from this list:

- Death: Helping Someone in the Dark Days of Loss
- Divorce: Helping Someone walk through Separation and Divorce
- Grief and Loss: Understanding the Process
- Anxiety and Depression: Facts and Helpful Suggestions
- What Not to Say to Someone Going Through Loss
- What TO Say to Someone Going Through Loss
- What the Bible says about Comfort and Hope
- A Simple Counseling Model for Christian Workers
- Scriptures that Inspire and Comfort
- A topic of your choosing

Feel free to use some graphics that help if you would like.

For Graduate Students: Follow the same guidelines, but do **all** of the topics.

- **Final Paper**

Produce a summative paper. Pull together all that you have learned and experienced throughout this course. Construct the paper in a way that helps you to take away the heart of listening and counseling skills. Think of it as the manuscript for a 10-15 minute presentation you might give entitled "Important Aspects of Counseling and Pastoral Care." Provide some academic references, however this is largely a personal paper.

Audit and Undergraduate Credit (due May 14)

Paper length to be 4-6 pages (for the main body of the paper). Please follow the Essay Writing Guidelines provided. It will include a title page, and a reference page.

Graduate Credit (due May 28)

Paper length to be 7-10 pages (for the main body of the paper). Please follow the Essay Writing Guidelines provided. It will include a title page, and a reference page.

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS (May 15-28)

- **Reading Logs (due May 28)**

Graduate Credit

Graduate students must prepare a 2-page Reading Log for both of the books read for this course. Reading logs are double-spaced written responses to the course readings. These are not summaries but rather reflective in nature. In light of the reading, what conclusions have you come to? In light of the reading, how will your pastoring and encouraging look and feel?