



# McMaster Divinity College

## Supervised Pastoral Education: Pastoral Counselling Education – Course Stream MS 3SP3

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Tuesdays 12:30 – 3:30 pm  
Sept 15 to Dec 15, 2015  
Jan 5 to Apr 19, 2016

### Description:

This experiential learning course must be taken in conjunction with *Theories of Formation: Living through the Stages of Life* (Fall semester) and *Pastoral Counselling Theories* (Winter semester). To obtain credit for this course students will spend two days per week in a clinical or ministry setting where they provide counselling services to individuals **and** they must successfully complete both semesters of this course. The educational components of this course include clinical and simulated experiences, individual/dyadic supervision, and a peer group for case consultation, ethical/spiritual reflection, theory building, and reflecting on the “safe and effective use of self” (i.e., interpersonal relations).

Students with no previous SPE training are expected to complete a minimum of 120 face-to-face hours with clients (individuals or in groups). Students who have completed at least two SPE units and have been admitted to Advanced SPE training will complete 250 clinical (face-to-face) hours. Students will be placed within an agency or ministry setting where they will provide counselling services to individuals and/or with groups and receive site-specific supervision. The student’s clinical work will be supervised through the use of audio/video tapes and verbatims and whenever possible through direct observation.

**SPECIALIZATIONS:** Counselling and Spiritual Care (CS).

### Instructor:

**Biography:** Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an OAMFT/AAMFT Clinical Fellow & Approved Supervisor; and, a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS). Dr. Mutter’s ministry and counseling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

**Availability:** Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled. Otherwise, students may contact him at mutterk@mcmaster.ca.

### Goals:

The goal of this PCE Unit is to help students meet the competencies of CASC/ACSS and the CRPO.

#### **Knowing**

- To become aware, and demonstrate awareness, of one's pastoral/spiritual presence in interdisciplinary relationships.

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- To integrate the learnings of theology and/or spiritual/religious theories and the social and human sciences in understanding the human experience.

### **Being**

- To become aware of how one's attitudes, values and assumptions affect one's practice of pastoral counselling.
- To become aware of one's personhood in the practice of pastoral counselling and of the ways one's practice affects other persons, including sensitivity to ecumenical, multi-faith and multicultural issues.
- To develop the ability to utilize the peer group for support, dialogue and feedback in a way that integrates personal characteristics with professional functioning.
- To use individual and group supervision for personal and professional growth.

### **Doing**

- To demonstrate awareness of one's personhood in the practice of pastoral counselling and of the ways one's practice affects other persons, including sensitivity to ecumenical, multi-faith and multicultural issues.
- To demonstrate awareness of how one's attitudes, values and assumptions affect one's practice of pastoral counselling.
- To use individual and group supervision for developing the capacity to evaluate one's practice of pastoral counselling.
- To develop the ability to utilize the experiential method of learning.

### **Competencies:**

Students will develop an individual learning contract based on the CASC/ACSS competencies and the CASC/ACSS goals for Pastoral Counselling Education. At the end of this SPE Unit the student will demonstrate *beginner competency* in the following domains.

<b>Selected CASC/ACSS Competency Domains<sup>1</sup></b>	<b>Selected CRPO Competency Domains<sup>2</sup></b>
<ul style="list-style-type: none"> <li>• Spiritual Assessment &amp; Care</li> <li>• Use of a Relational Approach</li> <li>• Assessment &amp; Planning</li> <li>• Intervention</li> <li>• Self-awareness</li> <li>• Spiritual &amp; Personal Development</li> <li>• Multi-Dimensional Communication</li> <li>• Documentation and Charting</li> <li>• Brokering Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Work within a framework based upon established psychotherapeutic theory.</li> <li>• Use effective professional communication.</li> <li>• Maintain effective relationships.</li> <li>• Contribute to a collaborative and productive atmosphere.</li> <li>• Comply with legal and professional obligations.</li> <li>• Apply an ethical decision making process.</li> <li>• Maintain self-care and level of health necessary for responsible therapy.</li> <li>• Evaluate and enhance professional practice.</li> <li>• Obtain clinical supervision or consultation.</li> <li>• Maintain client records.</li> <li>• Orient client to therapist's practice.</li> <li>• Establish and maintain core conditions for therapy.</li> </ul>

<sup>1</sup> cf. CASC/ACSS Manual Chapter 2, Section II. A. 3 (<http://www.spiritualcare.ca/manual.asp>)

<sup>2</sup> cf. CRPO *Entry-to-Practice Competency Profile for Registered Psychotherapists* <http://www.crpo.ca/wp-content/uploads/2013/06/RP-Competency-Profile.pdf>

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<b>Selected CASC/ACSS Competency Domains<sup>1</sup></b>	<b>Selected CRPO Competency Domains<sup>2</sup></b>
<ul style="list-style-type: none"> <li>Ethical Behaviour</li> <li>Collaboration and Partnerships</li> <li>Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safe and effective use of self in the therapeutic relationship.</li> <li>Conduct an appropriate risk assessment.</li> <li>Structure and facilitate the therapeutic process.</li> <li>Conduct an effective closure process.</li> </ul>

**Course Texts:**

\_\_\_\_\_. *Basic Counselling Skills Factsheets* (available from course instructor).

\_\_\_\_\_. Code of Ethics. *CASC/ACSS Policy and Procedure Manual*, Chapter 5. Canadian Association for Spiritual Care. Available online: <http://209.162.178.174/manual.asp?Chapter=5>

\_\_\_\_\_. Code of Ethics. College of Registered Psychotherapists of Ontario. Available online: <http://www.crpo.ca/wp-content/uploads/2014/01/Code-of-Ethics-Nov-1611-Trade-Name-Final.pdf>

Brown, Jacob. The Question Cube. *Journal of Marriage and Family Therapy*, Vol. 23, No. 1 (1997) 27-40.

Anderson, Ray S. *Christians Who Counsel: The Vocation of Wholistic Therapy*. Eugene, OR: Wipf and Stock, 2010.

Richardson, Ronald W. *Family Ties That Bind*. Vancouver, BC: Self-Counsel Press, 1987.

**Course Schedule:**

This PCE Unit will run from September 8, 2015 to April 29, 2016. During this time the student is expected to attend a weekly class session at McMaster Divinity College and to be present at their placement for two days each week. Time spent at the placement includes face-to-face interaction with clients, on-site supervision, preparation for client sessions, completion of paperwork and other duties as required by the placement.

<b>Fall Semester</b>				
<b>Week #</b>	<b>Date</b>	<b>Format</b>	<b>Educational Foci</b>	<b>Assignment</b>
1.	Sept 8	Group	Introductory matters	
			Essential (Basic) & Passive Interviewing Skills	<i>Basic Counselling Skills Factsheets: Essential &amp; Passive Interviewing Skills</i>
2.	Sept 15	Group	Active Interviewing Skills	<b>Read:</b> <i>Basic Counselling Skills Factsheets: Active Interviewing Skills</i>
			Safe & Effective Use of Self (SEUS/IPR)	<b>Read:</b> Anderson ch. 1
3.	Sept 22	Group	Special Focus on Questions	<b>Learning Contract</b>
			SEUS/IPR	<b>Read:</b> Brown "The Question Cube"

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<b>Fall Semester</b>				
<b>Week #</b>	<b>Date</b>	<b>Format</b>	<b>Educational Foci</b>	<b>Assignment</b>
4.	Sept 29	Group	Use of Counselling Skills: Review of audio,	
			SEUS/IPR	<b>Read:</b> Richardson chs. 1-4
5.	Oct 6	Group	Use of Counselling Skills: Review of audio	<b>Verbatim 1</b>
			SEUS/IPR	<b>Read:</b> Anderson ch. 2
6.	Oct 13	Group	Interviewing Skills that Challenge Use of Counselling Skills: Review of audio	<b>Read:</b> <i>Basic Counselling Skills Factsheets: Interviewing Skills that Challenge</i>
			SEUS/IPR	<b>Read:</b> Richardson, chs. 1-4
7.	Oct 20	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Anderson ch. 3
8.	Oct 27	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Richardson chs. 5-6
9.	Nov 3	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Anderson ch. 4
10.	Nov 10	Group	Discretionary Interviewing Skills	<b>Read:</b> <i>Basic Counselling Skills Factsheets: Discretionary Interviewing Skills</i>
			Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Richardson ch. 7
11.	Nov 17	Group	Use of Counselling Skills: Review of audio	<b>Verbatim 2</b>
			SEUS/IPR	<b>Read:</b> Anderson ch. 5
12.	Nov 24	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	
13.	Dec 1	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Anderson ch. 6
14.	Dec 8	Dyad/Individual	Evaluations	<b>Mid-Year Self-Evaluation</b>
15.	Dec 15	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	

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<b>Winter Semester</b>				
<b>Week #</b>	<b>Date</b>	<b>Format</b>	<b>Educational Foci</b>	<b>Assignment</b>
1.	Jan 5	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Anderson ch. 7
2.	Jan 12	Dyad/Individual	Use of Counselling Skills: Review of audio	
3.	Jan 19	Group	Use of Counselling Skills: Review of audio	<b>Verbatim 3</b>
			SEUS/IPR	<b>Read:</b> Anderson ch. 8
4.	Jan 26	Dyad/Individual	Use of Counselling Skills: Review of audio	
5.	Feb 2	Group	Use of Counselling Skills: Review of audio	<b>Family of Origin paper</b>
			SEUS/IPR	<b>Read:</b> Anderson ch. 9
6.	Feb 9	Dyad/Individual	Use of Counselling Skills: Review of audio	
	Feb 16		Reading Week	
7.	Feb 23	Dyad/Individual	Use of Counselling Skills: Review of audio	
8.	Mar 1	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Anderson ch. 10
9.	Mar 8	Dyad/Individual	Use of Counselling Skills: Review of audio	<b>Verbatim 4</b>
10.	Mar 15	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Anderson ch. 11
11.	Mar 22	Dyad/Individual	Use of Counselling Skills: Review of audio	
12.	Mar 29	Group	Use of Counselling Skills: Review of audio	
			SEUS/IPR	<b>Read:</b> Anderson ch. 12
13.	Apr 5	Dyad/Individual	Use of Counselling Skills: Review of audio	
14.	Apr 12	Dyad/Individual		<b>Final Self-Evaluation</b>
15.	Apr 19	Group	Final Reflections	

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**Assignments:**

Assignment	Assignment Weight	
	Fall Semester	Winter Semester
Learning Goals	10 %	----
Audio Recordings of Counselling Sessions (weekly)	15 %	15 %
Verbatim Assignments – two each semester	30 %	25 %
Family of Origin Paper	----	15 %
“Use of Self” Reflection (weekly)	15 %	15 %
Mid/Final Evaluation from placement and SPE Supervisor	30 %	30 %

**1. Attendance**

Except for illness or extenuating circumstances students are expected to be at their placement site each week of the SPE Unit. In the event of an absence it is the student’s responsibility to directly inform both their on-site as well as the SPE instructor.

Except for illness or extenuating circumstances are to all scheduled SPE sessions and participate in the learning activities (see below).

**2. Audio Recordings of Counselling Sessions (Being, Doing)**

***Learning Objectives:***

- a. Reflect on practice
- b. Become aware of use of counselling interventions
- c. Practice case conceptualization

***Instructions:***

Students are required to provide evidence of their growing edges as a counsellor and their counselling skills by presenting a portion of an audio recording of a session with a client. If the student’s placement setting does not permit the student to use a recording of an actual session, the student may substitute a recording of a session with a fellow student who has consented to be part of a mock interview scenario. **NOTE:** For ethical reasons students are not permitted to submit an audio of them counselling a classmate about an actual issue in their life.

- a. Listen to the recording and select a brief portion for which you desire feedback. Audio selections may be chosen because i) a student wishes to demonstrate a successful use of a counselling skill, ii) a student wants feedback on their use of a particular skill or use of skills, iii) a student is feeling ‘lost’ and is seeking guidance as to how to respond to what has been said, iv) other reasons.
- b. Ask yourself the following questions as you prepare to present this recording.
  - What do you believe you did well in this session / segment?
  - What do you want the instructor to focus on as they listen to the recording? Is there a specific question you wish to have answered?

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### 3. Verbatim Assignments (Knowing, Being, Doing)

Students will reflect on, and write a verbatim report derived from, a single counselling session. These verbatim reports will be 8 pages, single-spaced, adhere to the verbatim format provided to the class.

**Learning Objectives:**

- a. Reflect on practice
- b. Reflect on “use of self”
- c. Become aware of use counselling interventions
- d. Practice case conceptualization and planning

**Instructions:**

- a. Listen to a recording of a counselling session with client and transcribe a five minute segment that you wish to reflect on.

**NOTE 1:** In the absence of a recording, the student will, immediately after the session, write a transcript of a segment of the counselling session based on their memory.

**NOTE 2:** To obscure the client’s identity and protect their confidentiality students are required to omit and/or change any information that may identify the person (e.g., name, names and ages of family members, number of children, employment data, affiliations, etc.).

- b. Use the transcription write a verbatim account (see handout) of the counselling session that includes the following elements.
  - Known Facts, Pre-constructions, and Initial Observations (2 pp. - 20 %)
  - Verbatim of the conversation and analysis of the conversation (4-5 pp. - 50 %)
  - Evaluation (2 pp. - 30 %)

### 4. Family of Origin Paper (Knowing, Being, Doing)

**Learning Objectives:**

- a. To practice using genograms as a means of obtaining information about a couple or family.
- b. To reflect on how one’s family’s story shapes a person’s life.

**Instructions:**

Use the instructions in chapter 8 of *Family Ties That Bind* to help you draw a genogram of your family of origin (FOO). If you are married you may also want to draw your spouse’s genogram. Include your children if you have any. Obtain as much information about your family of origin as possible. (Consult class handout for guidelines re: format). After you have drawn your genogram, discuss, analyze and interpret it according to the following aspects: (80 % or 15 points for each of the 6 parts)

- **Family Structure:** State who constitutes your family of origin – include siblings, their partners and all children. Are deceased members still a part of the emotional system? What about pets?
- **Life Cycle Fit:** Look at ages at transition periods such as leaving home, marrying, having children to see if they are normative (or not) for that period in time. Discuss the fit between spouses, e.g., if one is much older or younger, etc.
- **Pattern Repetition Across Generations:** Look at level of needs, repeated relationship patterns or other patterns that are repeated such as having an offender, mental illness, heart attacks,

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ministers, teachers, military personnel, emotional cut-offs, or small or large families in each generation.

- *Life Events and Family Needs*: Track critical events and toxic issues to see if there are anniversary reactions, similar timing (in areas such as sexual abuse), the impacts of ecological events on family needs, coincidences, etc.
- *Relational Patterns and Triangles*: Look at dyads, triangles among parents and child, among siblings, in multiple generations, in affairs, in divorced and blended families.
- *Family Balance and Imbalance*: From each spouse's family of origin, assess the differences in terms of balance of size of family, occupation, finances and other resources, roles, functioning.

### **Written Format:**

Submit a 3-4 generation genogram (one-page) and a brief reflection on the above questions/topics. Highlight the salient features and insights derived by yourself. Be sure to identify intergenerational influences. Genogram (20%) will be graded on the student's use of the symbols and the completeness of the genogram. Grade for written portion is based on the quality of the student's description of each topic area and the extent to which they use this exercise to become aware of how the influences of their FOO on their ministering self.

## 5. "Use of Self" Reflection Journals (Knowing, Being, Doing)

The student will keep a weekly journal (approx. 1 hour per week) in which they identify and briefly reflect on important situations and/or concerns that arise in the course of their placement. It is permissible for a student to reflect on the same situation/question over the course of multiple weeks. This journal is intended to promote self-awareness as well as awareness of others.

### **Learning Objectives:**

- To demonstrate awareness of the impact of the client's context on the therapeutic process.
- To employ effective skills in observation of self, the client and the therapeutic process.
- To demonstrate awareness and maintenance of appropriate therapeutic boundaries.
- To demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.
- To recognize the impact of power dynamics within the therapeutic relationship.
- To protect client from imposition of the therapist's personal issues.
- To employ effective and congruent verbal and non-verbal communication.

### **Instructions:**

#### Part One: Writing the Journal

Step 1: Select and describe an experience or situation in your placement that was significant.

Step 2: Identify the issues that are of concern to the client, including the feelings evoked within the client, as well as the client's world of meaning as it applies to the issue/situation.

Step 3: Identify your awareness of your responses to the client's story: e.g., emotions that were evoked, personal issues (past or present) that may have been evoked, personal beliefs or biases that have been evoked, etc.

Step 4: Reflect on this experience in light of the CASC/ACSS and CRPO codes of ethical practice. Are any issues raised with respect to your response to this situation?

Step 5: Reflect on this experience in light of Scripture; allow the words, scenes, passages of Scripture to surface and shape your thinking.

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Step 6: Identify what you have learned from this experience and how it has shaped your view of yourself as both a counsellor and a ministering person.

### Part Two: SEUS/IPR Discussions

Students will sign up to lead the weekly SEUS/IPR reflections and will use their reflections on a specific event or situation to engage the group in a process of reflecting on clinical practice. Students who present will be graded on the basis of their description of the situation as well as their ability to lead the group in a discussion that engages ethical and theological themes.

### **COURSE ADMINISTRATION:**

**Style:** All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuide.pdf>. Failure to observe appropriate form will result in grade reductions.

**Academic Honesty:** Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty <http://www.mcmasterdivinity.ca/programs/rules-regulations>

**Gender Inclusive Language:** McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

**Submission of Written Work:** All written work is to be submitted in hard copy and are due at the beginning of class on the day indicated (by email before 5 p.m. of the day due). ***Late submission of assignments will be deducted one grade point (1%) for every late day.***

**Length:** Students are expected to adhere to the word count. Papers will be penalized if they are shorter than the minimum word/page count. Papers that exceed the maximum word/page count will receive grace for the first 15% over the stipulated limit after which the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word/page count.

### **Select Bibliography:**

Entwistle, David N. *Integrative approaches to psychology and Christianity*. Eugene, OR: Wipf & Stock, 2004.

Fine, Sara F., & Glasser, P.H. *The first helping interview*. Thousand Oaks, CA: Sage, 1996.

Ivey, Alan E. et al. *Intentional interviewing and counseling: Facilitating client development in a multicultural world* (7<sup>th</sup> ed.). Belmont, CA: Thomson, Brooks/Cole, Cengage, 2010.

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McMinn, Mark R. *Psychology, Theology and Spirituality in Christian Counseling*. Wheaton, IL: Tyndale House, 2012.

Patton, John H. *From Ministry to Theology: Pastoral Action and Reflection*. Eugene OR: Wipf & Stock, 2009.

Sperry, Len et al. *Becoming an effective therapist*. Boston, MA: Allyn & Bacon, 2003.

Tomm, Karl. Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process*, 26 (1987) 3-13.

Tomm, Karl. Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, 26 (1987) 167-183.

Tomm, Karl. Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, 27 (1988) 1-15.