



McMaster Divinity
College

**PASTORAL COUNSELLING THEORY
MS 3XP3/6XP6**

Kelvin F. Mutter, Th.D.
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Jan 4 to Mar 28, 2016
Mondays 8:30 – 10:30 am

1. COURSE DESCRIPTION:

This course will examine the theory and practice of spiritual care and counselling in the context of Christian ministry. Emphasis will be on foundational counselling skills and processes within a framework of focused, short-term counselling. Particular attention will be directed to counselling in the crises and transitions of life. Students will also examine this theory, as well as other counselling theories, methods and processes, in light of theology, the realities of ministry, and topics of interest or concern that are relevant to the practice of ministry.

SPECIALIZATIONS: Counselling and Spiritual Care (CS) and Pastoral Studies (PS).

2. LEARNING OBJECTIVES:

NOTE: *Students are advised to read the objectives that are relevant for their program specialization.*

a. Counselling and Spiritual Care (CS) Specialization

Note: *These learning objectives are co-ordinated with the expected competencies for CASC/ACSS certified chaplains and pastoral counsellors and the College of Registered Psychotherapists of Ontario (CRPO).*

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student should fulfill the following course objectives:

Knowing

- To recognize and describe the basic helping skills for counselling.
- To learn a basic framework for short-term structured counselling.

Being

- To be aware of the relational (e.g., intersubjective) dimension counselling practice.
- To recognize personal and professional limits, including when to make referrals and consultations.

Doing

- To demonstrate an ability to work within a counselling framework that is based upon established psychotherapeutic theory.
- To encounter the counsellee's/client's life narrative through dialogue, observation and emotional understanding.
- To engage the counsellee's/client's experience.
- To establish and maintain the core conditions for therapy.
- To facilitate exploration of a counsellee's /client's sense of purpose and meaning in life.

- To focus on the counsellee's /client's perspective.
- To hear the themes and concerns in the counsellee's /client's life by means of listening to their story.
- To integrate knowledge of psychotherapy into one's counselling practice.
- To structure and facilitate the therapeutic process.

b. Pastoral Studies (PS) Specialization

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student should fulfill the following course objectives:

Knowing

- To understand the role, resources, processes, and boundaries of counselling in the context of Christian ministry.
- To learn basic helping skills for counselling in the context of Christian ministry.
- To learn a basic framework for short-term structured counseling in the context of Christian ministry.
- To gain a basic understanding of selected pastoral counselling topics.
- To appreciate the healing potential of pastoral counselling as a ministry of the church.

Being

- To be and become a responsible agent of hope, reconciliation and change in the lives of others.
- Through reflection on practice, to become self-aware of the student's potential strengths and short-comings as a pastoral counselor.
- To recognize personal and professional limits, including when to make referrals and consultations.

Doing

- To practice basic helping skills through "hands on experience."
- To practice using a short-term counselling model through "hands on experience."
- To develop a personal framework for the work of counselling in the context of Christian ministry.

3. COURSE TEXTS:

Required textbooks for this course are available from the College's book service, R.E.A.D. On Bookstore. Texts may be purchased from the R.E.A.D. On outlet at McMaster Divinity College during the first part of the semester (including the first day of class). For advance purchase, you may contact READ On Bookstores, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416-620-2934; fax 416-622-2308; e-mail books@readon.ca. Other book services may also carry these texts.

a. Required Texts for MTS/MDiv students in the Pastoral Studies Specialization:

Kollar, Charles A. *Solution-Focused Pastoral Counseling*, second edition. Grand Rapids, MI: Zondervan, 2011.

McMinn, Mark R. *Sin and Grace in Christian Counseling*. Downers Grove, IL: IVP Academic, 2008.

b. Required Texts for MTS/MDiv students in the Counselling and Spiritual Care Specialization:

McMinn, Mark R. *Sin and Grace in Christian Counseling*. Downers Grove, IL: IVP Academic, 2008.

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Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy*. New York: Routledge, 2014.

c. Required Texts for MA/PhD students:

Kollar, Charles A. *Solution-Focused Pastoral Counseling*, second edition. Grand Rapids, MI: Zondervan, 2011.

McMinn, Mark R. *Sin and Grace in Christian Counseling*. Downers Grove, IL: IVP Academic, 2008.

Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy*. New York: Routledge, 2014.

d. Required Supplemental Readings:

Instructions for obtaining these articles are provided below.

Gladding, Samuel T. and Melanie J. Drake Wallace. "The Potency and Power of Counseling Stories." *Journal of Creativity in Mental Health*, 5 (2000) 15–24.

- available through Mills Library, McMaster University, via Journals @ Scholars Portal database.

Hesselgrave, David J. "Culture-Sensitive Counseling and the Christian Mission." *International Bulletin of Missionary Research*, (July 1986) 109-113.

- Online: <http://www.internationalbulletin.org/issues/1986-03/1986-03-109-hesselgrave.pdf>

Kacela, Xolani. "One Session Is Enough: Pastoral Counseling for African American Families." *American Journal of Pastoral Counseling*, 6(2003), 3, 21-36.

- available through Mills Library, McMaster University, via Journals @ Scholars Portal database.

Martin, John E. and Eunhyang Priscilla Sih. Motivational interviewing: applications to Christian therapy and church ministry. *Journal of Psychology and Christianity*, 28(1) (Spr 2009) 71-77.

- available through Mills Library, McMaster University, via ATLASerials database.

Monroe, Philip G. "Guidelines for the Effective Use of the Bible in Counseling." *Edification: Journal of the Society for Christian Psychology*, 2 (2008) 53-61.

- Online: http://www.christianpsych.org/wp_scp/wp-content/uploads/edification-22.pdf

Roberts, Robert C. "The Idea of a Christian Psychology." *Journal of Psychology & Theology*, 40 (2012) 37-40.

- available through Mills Library, McMaster University, via ATLASerials database.

Slive, Arnold and Monte Bobele. "Walk-In Counselling Services: Making the Most of One Hour." *The Australian and New Zealand Journal of Family Therapy*, 33(1)(2012) 27–38.

- available through Mills Library, McMaster University, via Journals @ Scholars Portal database.

Sue, Stanley. "Cultural Competency: From Philosophy to Research and Practice." *Journal of Community Psychology*, 34(2) (2006) 237–245.

- available through Mills Library, McMaster University, via Journals @ Scholars Portal database.

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4. 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.

5. COURSE SCHEDULE:

Date	Class Topic / Activity	Reading		Assignment Due
		PS Specialization	CS Specialization	
Jan 4	Introductory Matters Lecture: Mapping the Territory			
Jan 11	Solution-Focused Counselling I: <ul style="list-style-type: none"> Lecture: Frameworks and Skills for Beginning the First Session Learning Activities 	Kollar chs. 7-9	Walter & Peller chs. 1-3	
Jan 18	Solution-Focused Counselling II: <ul style="list-style-type: none"> Lecture: Frameworks and Skills for Engaging the Counsellee Learning Activities 	Kollar chs. 10, 15	Walter & Peller chs. 6-7	
Jan 25	Solution-Focused Counselling III: <ul style="list-style-type: none"> Lecture: Skills and Methods for Setting Goals Learning Activities 	Kollar ch. 11	Walter & Peller chs. 4-5	
Feb 1	Solution-Focused Counselling IV: <ul style="list-style-type: none"> Lecture: Supporting Change Learning Activities 	Kollar ch. 12-13	Walter & Peller chs. 8-9	
Feb 8	Single Session Counselling <ul style="list-style-type: none"> Lecture: Framework, Skills and Methods Learning Activity 	Read article by Kacela	Read article by Slive & Bobele	Practice Assignment #1 (all)
Feb 15	READING WEEK			
Feb 22	Biblical & Classical Pastoral Counselling <ul style="list-style-type: none"> Lecture: Skills and Insights for Using of Pre-Modern Pastoral Counselling 	Read articles by Monroe; Roberts	Read articles by Monroe; Roberts	Comparative Review (MA & PhD)
Feb 29	Understanding and Motivating Change <ul style="list-style-type: none"> Lecture: Framework, Skills and Methods Application: Chemical & Process 	Read article by Martin & Sihm	Read article by Martin & Sihm	Integrative Assignment (MTS & MDiv)

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Date	Class Topic / Activity	Reading		Assignment Due
		PS Specialization	CS Specialization	
	Addictions			
Mar 7	Client Stories and the Story of Hope <ul style="list-style-type: none"> Lecture: Framework, Skills and Methods Learning Activity 	Read article by Gladding & Wallace	Read article by Gladding & Wallace	
Mar 14	Counselling for Reconciliation Lecture: Framework & Video Case Study			Practice Assignment #2 (all)
Mar 21	Counselling for Issues of Abuse in Families			
Mar 28	Guidelines for Culturally Competent Counselling	Read article by Hesselgrave	Read Article by Sue	Topical Essay (MA & PhD)

6. COURSE REQUIREMENTS:

Assignments	Professional Degree (MTS/MDiv)		Research Degree (MA/PhD)	Due Date
	Pastoral Studies	Counselling & Spiritual Care		
Participation	10 %	10 %	----	Weekly
Practice Counselling Assignment #1	30 %	30 %	15 %	February 8, 2016
Practice Counselling Assignment #2	30 %	30 %	20 %	March 14, 2016
Integrative Assignment: Case Study Application of McMinn <i>Sin and Grace</i>	30 %	----	----	February 29, 2016
Integrative Assignment: Case Study Using Solution-Focused Therapy	----	30 %	----	February 29, 2016
Comparative Review	----	----	30 %	February 22, 2016
Topical Essay	----	----	35 %	March 28, 2016

1. Participation (Knowing, Doing, Being).

Class sessions will include a mixture of lecture, discussion, case reflection and practice exercises. The participation grade will be assessed on the basis of the student's engagement with class activities as well as the student's ability to demonstrate familiarity with the readings and texts, apply the course material in specific situations and to respect others in their interactions.

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2. Practice Counselling Assignments (Knowing, Doing, Being).

Instead of exams, students are required to complete two practice counselling sessions (preferably with a classmate or fellow seminarian) **and** submit a verbatim report from specified sections of each of these exercises. These exercises are designed to assist you in your growth as a counsellor. Please make sure the counselee has a copy of the instructions for the assignment.

Note: Students are not permitted to submit a verbatim of an actual counseling session with someone they may be counselling or who has sought their advice.

Learning Objectives:

- Reflect on practice
- Become aware the of use of counselling interventions

a. Practice Counselling Assignment #1

Due: February 8, 2016.

Instructions to the Counselee:

These instructions have been kept brief so that you, the counselee, can create the script as you go. It is very important that you DO NOT tell the practice counsellor ahead of time what type of client you are going to be. It is part of the student's learning process to discern this from his/her interaction with you.

In this exercise the counsellor will be trying to "connect" with you. All they know is that you want to talk to them about something. Your task is to provide a "realistic" practice session for the counsellor. It is to their benefit that you do not make the situation too easy. You need to be careful, however, that you do not unnecessarily frustrate the practice counsellor. You can bring any situation you want (i.e. self-esteem issues, parenting problems, spouse is unfaithful, depression, spiritual coldness, etc.). You decide: how nervous you will be, whether you will trust this counsellor with your secret, how much you will tell in the first session, or if you will 'test' the counsellor.

Instructions to the Student:

This assignment is intended to provide practice with two parts of the first counselling session: the beginning and goal setting. Your task is to use the solution-focused model to guide you as you connect with the counselee and determine why they have asked for counselling.

Written papers will contain the following elements:

- Two brief transcripts representing portions of a practice counselling session.
 - The first transcript will present a continuous conversation containing five (5) counselling responses by the student that illustrate how the student would begin a counselling conversation.
 - The second transcript will present a continuous conversation containing seven (7) counselling responses that illustrate the student engaging the counselee in a conversation about their goals for counselling.
- The student will, using the format provided, identify which counselling interventions they used. It is expected that the student will be able to demonstrate a working knowledge of basic counselling responses by accurately identifying which basic counselling skills are evident in this transcript.
- The student will, using the format provided, also identify aspects of the Solution-Focused model that are illustrated in the student's or counselee's responses. It is expected that the student will

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be able to demonstrate a working knowledge of the Solution-Focused model by accurately identifying which aspects of the model are evident in this transcript.

- The student will write a brief reflection (2 pp.) in which they identify what they learned from this exercise and what they might do differently.

b. Practice Counselling Assignment #2

Due: March 14, 2016.

Instructions to the Counselee:

These instructions have been kept brief so that you, the counselee, can create the script as you go. It is very important you DO NOT tell the practice counsellor ahead of time what type of client you are going to be or what may have transpired in your life since the first session. It is part of the student's learning process to discern this from their interaction with you.

In this exercise the counsellor will be trying to "reconnect" with you. One of the things they will be interested in is whether or not your situation has worsened, remained the same or improved (the choice is entirely yours) since your last counselling session. Your task is to provide a "realistic" practice session for the counsellor. It is to their benefit that you do not make the situation too easy. You need to be careful, however, that you do not unnecessarily frustrate the practice counsellor.

Instructions to the Student:

This assignment is intended to provide practice beginning a second session with a counselee. Your task is to use the solution-focused model to guide you as you engage the counselee in a follow-up conversation that builds on your previous conversation.

Written papers will contain the following elements:

- A brief counselling transcript in which the student presents a continuous conversation containing twelve (12) counseling responses by the student that illustrate the beginning of a second or follow-up counselling conversation.
- The student will, using the format provided, identify which counselling interventions they used. It is expected that the student will be able to demonstrate a working knowledge of basic counselling responses by accurately identifying which basic counselling skills are evident in this transcript.
- The student will, using the format provided, also identify aspects of the Solution-Focused model that are illustrated in the student's or counselee's responses. It is expected that the student will be able to demonstrate a working knowledge of the Solution-Focused model by accurately identifying which aspects of the model are evident in this transcript.
- The student will write a brief reflection (2 pp.) in which they identify what they learned from this exercise and what they might do differently.

3. Integrative Essays (Professional Degrees):

a. Pastoral Studies Specialization:

Case Study Using of McMinn's *Sin and Grace*

Due: February 29, 2016.

Learning Objectives:

- Integrate theory with practice
- Practice case conceptualization

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Instructions:

Students in the Pastoral Studies Specialization are to employ McMinn's *Sin and Grace* to reflect on and construct a pastoral response to **one of the following case studies** (3000 words, ≈12 pages). Students will be graded on their knowledge of McMinn's model, their ability to critically reflect on and identify key issues or themes within the case study; their ability to use McMinn's model to interact with the case study; and their ability to construct a realistic pastoral response to the case study.

Case Study #1:¹ You are disturbed in the middle of your supper and are told that the child of one of the leaders of your church has been hospitalized as a result of injuries sustained while in the company of the child of another church leader. Over the course of the next week you learn that the injuries are such that this child will require rehabilitation and it is uncertain as to the extent they will be able to resume a "normal life." Added to this, you learn that the police are investigating the incident because there are questions as to who is responsible for this injury. Finally, you learn that there was at least one bystander who recorded the entire event on their cell phone and that the video has been posted on the internet where it has gone viral.

Case Study #2:² You receive a telephone call from someone asking to meet you at a local coffee shop. When you meet this person, he explains to you that he has recently been released from prison and that he is looking to begin his new life in your community. He also tells you that he accepted Christ as his savior while he was in prison. He then gives you the name and telephone number of the prison chaplain. This stranger then proceeds to tell you that he is looking for a Christian community that is willing to help him grow in his faith and to stay out of jail and wonders if your church might be able to provide him with this sense of community. He watches you carefully as you reflect on what you have heard, waiting for your answer. However, before you can answer, he tells you he doesn't believe he will be able to attend Sunday services because his Probation Order prohibits him from being where there are children.

b. Counselling and Spiritual Care Specialization:

Case Study Using Solution-Focused Therapy

Due: February 29, 2016.

Learning Objectives:

- Integrate theory with practice
- Practice case conceptualization

Instructions:

Students in the Counselling and Spiritual Care Specialization are to construct a "Plan of Care" for the individual described in the following case study (3500 words, ≈14 pages). It is expected that the student will read an additional 150 pages of primary source material that is relevant to the presenting issue(s) and the practice of solution-focused counselling. Students will be graded on the following elements.

¹ The circumstances depicted in this case study are fictitious. Any similarity to any person living or dead is merely coincidental.

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- A brief summary of the key issues present in this case study: e.g., what does the counselee identify as the problem, how/when the problem came into being, possible reasons for the problem (e.g., intra-psychic issues, early relationships, learned behaviors, faulty cognitions, etc.), and the person's strengths and competencies.
- A clear statement as to what the student believes to be the primary issue or concern for which the person is seeking counselling. This will include a clearly worded expected outcome for counselling.
- A discussion of what the student has learned from the literature about this primary issue or concern (use of footnotes is required).
- An identification of specific solution-focused interventions that may be used to help this individual create change in their life (reference the Walter & Peller text). The inclusion of brief dialogue scripts to illustrate the process is encouraged.

Case Study:

Steve is a 60 year-old man who lives with an adult son and his wife. In his youth, Steve ran away from home and worked as a migrant worker, mostly in forestry or farming. In his twenties he settled down and was married. He and his wife had two children before his wife died of cancer at age 30. While Steve did his best to raise his children, he admits the hardest time were at night after the children went to bed and he was all alone. That's when he started drinking. That's also when he stopped going to church. As long as the children lived at home he managed to maintain enough sobriety to hold down a job and care for them. However, it seemed that as soon as they graduated from college and left home he lost his motivation to manage his drinking. It was at this point the alcohol took over his life. Shortly afterwards he lost his job. About the same time that it became apparent he could no longer maintain the family home, his son and daughter-in-law needed a place to live and so they moved in with him on the understanding they would buy the house from him and care for him. About three months ago, Steve and his son's family began attending church. Before he came to speak with you, Steve spoke with his pastor who referred him to you for counselling. The following conversation occurred late in Steve's conversation with his pastor.

Pastor: Steve, I'm impressed by the fact that you want to make some serious changes in your life. This commitment to change is important and may help you get through some of the rough times that lie ahead.

Steve: I don't know how committed I really am. I just know that I will lose everything, including my life, if I keep on living this way.

Pastor: This brings me to my next thought. Steve, you've stated you are afraid of what will happen if you don't change. You've also talked about being afraid of what change will mean and whether you can live up to people's expectations – yours and others. Finally, I note you've talked about your fear of being alone.

Steve: Yeah, I'm not sure if I can really make the changes I need to make.

Pastor: Despite your fear of what will happen if you don't change, you also seem pretty motivated to try changing.

Steve: I agree. I do want to change... I have to admit, I'm not sure I can do it on my own.

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Pastor: I want to help, but I can't do it alone either. In fact I think we need to develop a "circle of care" that includes professionals and other people as well as myself. That way I can maintain my pastoral role and support as you make these changes in your life.

Steve: What you say makes sense. I'd like to talk to you about spiritual things and how my faith can help me. However, it also makes sense for me to talk to a professional counsellor.

4. Comparative Review (Research Degrees).

Due: February 22, 2016.

Learning Objectives:

- To orient the student to the field of pastoral counselling
- To reflect on the strengths and shortcomings of different models of pastoral counselling

Instructions:

Provide a comparative review (5,000 words, ≈15-16 pages) of the following texts: Jay E. Adams, *Competent to Counsel* (Phillipsburg, NJ: Presbyterian and Reformed, 1970), Howard J. Clinebell, *Basic Types of Pastoral Care & Counseling: Resources for the Ministry of Healing and Growth*, Revised and enlarged (Nashville, TN: Abingdon, 1984), Carrie Doehring, *The Practice of Pastoral Care: A Postmodern Approach* (Louisville, KY: Westminster-John Knox, 2006), Emmanuel Y. Lartey, *In Living Color: An intercultural Approach to Pastoral Care and Counseling* (London, UK: Jessica Kingsley, 2003), and Nancy J. Ramsay, *Pastoral Diagnosis: A Resource for Ministries of Care and Counseling* (Minneapolis, MN: Fortress, 1998). The first portion of the essay will identify the assumptions and values that inform each counselling approach; how each counselling approach defines and establishes the caregiving relationship; the theory's assumptions about change; the core behaviours and skills employed within each counselling approach; and, the student's evaluation of the strengths and shortcomings of each model. The second part of the essay will identify what is common between models and what makes each pastoral counselling model distinct.

5. Topical Essay (Research Degrees):

Learning Objectives:

- To develop the student's skills in research through reading the research, counselling and theological literature on a specific topic.
- To analyze research findings critically.
- To determine the applicability of research findings to particular clinical or ministry situations.
- To integrate knowledge of research methods and practices with the student's counselling practice or practice of ministry.

Instructions.

Depending on your area of research specialization, select and research a topic that is relevant to the practice of pastoral counselling. Some possible topic areas are listed below.

- Is Biblical Counselling Biblical?: An Evaluation of the use of Scripture in the Biblical Counselling literature.
- Use of classical Christian source material in the recent pastoral and Christian counselling literature.
- Fostering Change through Counselling
- Family violence. Focus the topic on a specific aspect of this problem, i.e., counselling the abuser, counselling the abused spouse, counselling children who have been abused, counselling children who witness spousal violence, elder abuse.

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- Theological reflection on the assumptions, insights, values of a specific counselling theory (e.g., solution-focused therapy, narrative therapy, motivational interviewing).
- ... other topic as approved by the course instructor ...

Please consult with the course instructor regarding your choice of topic.

Completed paper is to be 7,500 words (≈20 pages).

7. **COURSE ADMINISTRATION:**

College Style for Submission of Written Work: All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College web-site (<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>).

Statement On 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 McMaster University Academic Integrity Policy - <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: With the exception of the **Online Discussion**, all written work is to be submitted by email in either MSWord format, "Rich Text Format" (i.e., *.rtf), or as an Open Office document. All assignments are due on the day indicated (by email before 5 p.m. of the day due). **Late submission of assignments will be deducted one grade point for every late day.** Graded papers will be returned to the student with comments in pdf format.

Length: Students are expected to adhere to the word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

8. **TOPICAL BIBLIOGRAPHIES (selected):**

a. **Counselling Skills.**

Fine, Sara F. and Paul H. Glasser. *The First Helping Interview*. Thousand Oaks, CA: Sage, 1996.

Ivey, Alan E. and Mary B. Ivey. *Essentials of Intentional Interviewing: Counselling in a Multicultural World* (1st ed.). Belmont, CA: Thomson, Brooks/Cole, Cengage, 2008.

Tomm, Karl. Interventive Interviewing: Part I. Strategizing As a Fourth Guideline for the Therapist. *Family Process*, 26 (1987) 3-13.

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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.

b. Pre-modern Pastoral Counselling (e.g., Biblical / Nouthetic & Classical Approaches).

Adams, Jay E. *Competent to Counsel*. Phillipsburg, NJ: Presbyterian and Reformed, 1970.

Adams, Jay E. *The Christian Counselor's Manual*. Phillipsburg, NJ: Presbyterian and Reformed, 1973.

Adams, Jay E. Pastoral counseling. In Jay E. Adams *Shepherding the Flock*, (pp. 155-313). Grand Rapids, MI: Baker, 1979.

Adams, Jay E. *How to help People Change: The Four-Step Biblical Process*. Grand Rapids, MI: Zondervan, 1986.

Anderson, Neil T., et al. *Christ Centered Therapy: The Practical Integration of Theology and Psychology*. Grand Rapids, MI: Zondervan, 2000.

Brooks, Thomas. *Precious Remedies against Satan's Devices*. Carlisle, PA: Banner of Truth, 1997.

Chambers, Oswald. *Biblical Psychology*. Cincinnati, OH: God's Revivalist Office, 1914.

Crabb, Lawrence J. Jr. *Basic Principles of Biblical Counseling: A Model for Helping Caring Christians Become Capable Counselors* Grand Rapids, MI: Zondervan, 1975.

Crabb, Lawrence J. Jr. *Effective Biblical Counseling: Meeting Counseling Needs Through the Local Church* Grand Rapids, MI: Zondervan, 1977.

Gregory the Great. *Pastoral Care (Ancient Christian Writers, Vol. 11)*. Edited by Johannes Quasten and Joseph C. Plumpe. Translated by Henry Davis. New York, NY: Newman, 1950/1978.

Johnson, Eric L. *Foundations for Soul Care*. Downers Grove, IL: InterVarsity, 2007.

Kellemen, Robert W. (Ed.) and Jeff Forrey (Ed.). *Scripture and Counseling: God's Word for Life in a Broken World*. Grand Rapids, MI: Zondervan, 2014.

Kellemen, Robert W. *Gospel-Centered Counseling: How Christ Changes Lives* (Equipping Biblical Counselors Series). Grand Rapids, MI: Zondervan, 2014.

Oden, Thomas C. *Pastoral Counsel*. New York, NY: Crossroad/Continuum, 1989.

Oden, Thomas C. *The Care of Souls in the Classic Tradition*. Philadelphia, PA: Fortress, 1984.

Oglesby, William B., Jr. *Biblical Themes for Pastoral Care*. Nashville, TN: Abingdon, 1980.

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