



McMaster Divinity College

MS3SP3a Supervised Pastoral Education: Pastoral Counselling Education (PCE) – Course Stream

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Fall 2019
Wednesdays 11:00 am – 1:50 pm

1. DESCRIPTION:

Basic Pastoral Counselling Education (PCE) Units: Course-Based

“Course-based PCE” is the normal learning mode for MDC students who take the MDC PCE unit as part of their MTS or MDiv program specializing in the practice of counselling and spiritual care. “Course-based PCE” is also the normal learning mode for MDC graduates who wish to participate in the MDC PCE unit but who lack the prerequisite courses in spiritual care and counselling. To receive credit for this integrative learning experience the student must attend and successfully complete both semesters of the PCE unit. The educational components of this integrative learning experience include attendance at scheduled supervision sessions at MDC (individual/dyadic supervision & group supervision), clinical practice experience, ethical/spiritual reflection, theory building, and reflecting on the “safe and effective use of self” (i.e., interpersonal relations). The student’s clinical work will be supervised by means of audio/video tapes and verbatims which will be shared within the supervision group. *Students enrolled in a Basic unit of course-based PCE are expected to complete and document a minimum of 125 hours of direct client contact.*

Advanced Pastoral Counselling Education (PCE) Units: Course-Based

“Course-based PCE” is the normal learning mode for MDC students who take an MDC Advanced PCE unit as part of their MTS or MDiv program specializing in the practice of counselling and spiritual care. To receive credit for this integrative learning experience the student must attend and successfully complete both semesters of the PCE unit. The educational components of this integrative learning experience include attendance at scheduled supervision sessions at MDC (individual/dyadic supervision & group supervision), clinical practice experience, ethical/spiritual reflection, theory building, and reflecting on the “safe and effective use of self” (i.e., interpersonal relations). The student’s clinical work will be supervised by means of audio/video tapes and verbatims which will be shared within the supervision group. *Students enrolled in an Advanced unit of course-based PCE are expected to complete and document a minimum of 150 hours of direct client contact (Note: students whose goal is to be certified by CASC/ACSS are advised that they need to complete 500 hours of direct client contact at the Advanced level before they can proceed for certification).*

Pastoral Counselling Education (PCE) Units: Unit-Based

“Unit-based PCE” is available to MDC students who take this PCE unit to supplement their studies in an advanced degree program (i.e., MA, DPT, PhD) who have previously completed a graduate program in counselling studies and who demonstrate they have completed the required coursework. Depending on enrollment, a graduate of MDC’s specialization in Counseling and Spiritual Care may be accepted as a “Unit-based PCE” student as long as they are not taking the place of a student who is currently registered in coursework at MDC. To receive credit for this integrative learning experience the student must attend

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and successfully complete both semesters of the PCE unit. The educational components of this integrative learning experience include attendance at scheduled supervision sessions at MDC (individual/dyadic supervision & group supervision), clinical practice experience, ethical/spiritual reflection, theory building, and reflecting on the “safe and effective use of self” (i.e., interpersonal relations). The student’s clinical work will be supervised by means of audio/video tapes and verbatims which will be shared within the supervision group.

- Individuals (e.g., Advanced degree students) enrolled in a Basic unit of course-based PCE are expected to complete and document a minimum of 125 hours of direct client contact.
- Individuals enrolled in an Advanced unit of course-based PCE are expected to complete and document a minimum of 150 hours of direct client contact (**Note: students whose goal is to be certified by CASC/ACSS are advised that they need to complete 500 hours of direct client contact at the Advanced level before they can proceed for certification**).

SPECIALIZATIONS: Counselling and Spiritual Care (CS).

2. INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an AAMFT Clinical Fellow & Approved Supervisor; a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS); and, a Registered Marriage and Family Therapist (CAMFT). Dr. Mutter’s ministry and counselling 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.

3. 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.
- To integrate the learnings of theology and the social / human sciences in understanding the human experience.

Being

- To become aware of how one's attitudes, values and assumptions affect one's practice of practice of counselling or spiritual care.
- To become aware of one's personhood in the practice of practice of counselling or spiritual care 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 practice of counselling or spiritual care and of the ways one's practice affects other persons, including sensitivity to ecumenical, multi-faith and multicultural issues.

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- To demonstrate awareness of how one's attitudes, values and assumptions affect one's practice of counselling or spiritual care.
- To use individual and group supervision for developing the capacity to evaluate one's practice of counselling or spiritual care.
- To develop the ability to utilize the experiential method of learning.

4. **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 students enrolled in a BaSIC Unit of SPE will demonstrate *beginner competency* in the following domains.

<i>Selected CASC/ACSS Competency Domains¹</i>	<i>Selected CRPO Competency Domains²</i>
<ul style="list-style-type: none"> • Spiritual Assessment & Care • Use of a Relational Approach • Assessment & Planning • Intervention • Self-awareness • Spiritual & Personal Development • Multi-Dimensional Communication • Documentation and Charting • Brokering Diversity • Ethical Behaviour • Collaboration and Partnerships • Leadership 	<ul style="list-style-type: none"> • Work within a framework based upon established psychotherapeutic theory. • Use effective professional communication. • Maintain effective relationships. • Contribute to a collaborative and productive atmosphere. • Comply with legal and professional obligations. • Apply an ethical decision making process. • Maintain self-care and level of health necessary for responsible therapy. • Evaluate and enhance professional practice. • Obtain clinical supervision or consultation. • Maintain client records. • Orient client to therapist's practice. • Establish and maintain core conditions for therapy. • Ensure safe and effective use of self in the therapeutic relationship. • Conduct an appropriate risk assessment. • Structure and facilitate the therapeutic process. • Conduct an effective closure process.

5. **COURSE TEXTS AND READINGS:**

Texts:

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario, M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

All Students:

Patterson, J., et al. *Essential Skills in Family Therapy: From the First Interview to Termination*, 3rd Edition. New York: Guilford, 2018. ISBN 9781462533435

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

² 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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Students Enrolled in a “Basic SPE Unit”:

Sbanotto, Elisabeth A. Nesbit, et al. *Skills for Effective Counseling: A Faith-Based Integration*. Downers Grove, IL: IVP Academic, 2016. ISBN: 978-0-8308-2860-9

Students Enrolled in an “Advanced SPE Unit”:

Anderson, Ray S. *Something Old, Something New: Marriage and Family Ministry in a Postmodern Culture*. Eugene, OR: Wipf and Stock, 2007.

Other Required Resources (All Students):

_____. 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>

Mutter, Kelvin F. “Case Notes in the Work of Spiritual Care and Counselling.” *Counselling Et Spiritualité / Counselling and Spirituality*, 33(2014), 71–92. (available via ATLASerials database)

Mutter, Kelvin F. (Ed.) *Supervised Pastoral Education Placement Handbook*. (pdf copy is available from the course instructor)

6. FALL COURSE SCHEDULE:

This integrative learning group is designed to provide the student with a learning environment which runs parallel to their placement experience. It is expected that the student will attend the weekly class session at McMaster Divinity College as well as be present at their placement for two days each week.

Fall Semester			
Week #	Date	Format	Educational Foci / Assignment
1.	Sept 11, 2019	Group	Introductory matters. Learning Goals / Contract. Basic Interviewing Skills Read: Patterson et al. ch. 6; Sbanotto et al. chs. 3–4.
2.	Sept 18, 2019	Group	Interviewing Skills: Questions. Read: Patterson et al. ch. 6; Sbanotto et al. ch. 8.
3.	Sept 25, 2019	Group	Getting Started with clients: “first things” and assessments. Read: Patterson et al. chs. 3, 5; Sbanotto et al. chs. 5, 8. Due: Learning Contract
4.	Oct 2, 2019	Group	Interviewing Skills: Conducting risk assessments Read: Patterson et al. ch. 4; Due: Assessment Assignment
5.	Oct 9, 2019	Group	Clinical notes. Supervision of casework (verbatim or recording), SEUS/IPR, and theological reflection Read: Mutter “Case Notes in the Work of Spiritual Care...”
6.	Oct 16, 2019		No scheduled class
7.	Oct 23, 2019	Group	Supervision of casework (verbatim or recording), SEUS/IPR, and theological reflection Read: Sbanotto et al. ch. 6.

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Fall Semester			
Week #	Date	Format	Educational Foci / Assignment
			<u>Due: Risk Assessment Assignment</u>
8.	Oct 30, 2019	Dyad / Individual	Supervision of casework (verbatim or recording), SEUS/IPR, and theological reflection Read: Sbanotto et al. ch. 7.
9.	Nov 6, 2019	Group	Supervision of casework (verbatim or recording), SEUS/IPR, and theological reflection <u>Due: Verbatim (Basic & Advanced students)</u>
10.	Nov 13, 2019	Dyad / Individual	Supervision of casework (verbatim or recording), SEUS/IPR, and theological reflection <u>Due: Book Review</u>
11.	Nov 20, 2019	Group	Supervision of casework (verbatim or recording), SEUS/IPR, and theological reflection Read: Sbanotto et al. ch. 8.
12.	Nov 27, 2019	Dyad / Individual	Supervision of casework (verbatim or recording), SEUS/IPR, and theological reflection <u>Due: Verbatim (Advanced students)</u>
13.	Dec 4, 2019	Group	Supervision of casework (verbatim or recording), SEUS/IPR, and theological reflection
14.	Dec 11, 2019	Individual	Evaluations (25 minute slots) <u>Due: Mid-Year Self-Evaluation</u>
			1.
			2.
			3.
			4.
			5.
			6.

7. EXPECTATIONS AND ASSIGNMENTS (Fall):

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 students are expected to attend all scheduled supervision sessions at MDC and participate in the learning activities.

Assignments	Assignment Due Date		
	Basic PCE Unit (Course based)	Advanced PCE Unit (Course based)	Advanced PCE Unit (Unit based)
Attendance at placement (client work and supervision)	weekly	weekly	weekly
“Use of Self” Reflection Journals	weekly	weekly	weekly
Attendance at weekly SPE group	weekly	weekly	weekly
Audio/Video Recording of Counselling Sessions	weekly	weekly	weekly
Clinical Practice Paper	n/a	TBA	TBA
Learning Contract	Sept 25, 2019	Sept 25, 2019	Sept 25, 2019
Practice Assessment	Oct 2, 2019	Oct 2, 2019	Oct 2, 2019

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Practice Risk Assessment	Oct 23, 2019	Oct 23, 2019	Oct 23, 2019
Verbatim Assignments (all)	Nov 6, 2019	Nov 6, 2019	Nov 6, 2019
Book Review	n/a	Nov 13, 2019	Nov 13, 2019
Verbatim Assignments (Advanced SPE)	n/a	Nov 27, 2019	Nov 27, 2019
Mid-Placement Evaluation	Dec 11, 2019	Dec 11, 2019	Dec 11, 2019

A. “Reflecting On” practice

1) “Use of Self” Reflection Journals (Knowing, Being, Doing)

The best counsellors and clinicians reflect on and learn both from their failures as well as their successes. 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 during 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. This journal is for personal use only and will not be read by the course instructor.

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 the themes and skills identified in Sbanotto et al.

Step 6: Reflect on this experience in light of Scripture; allow the words, scenes, passages of Scripture to surface and shape your thinking.

Step 7: 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.

2) Audio/Video Recordings of Counselling Sessions (Knowing, Being, Doing)

The best student learning results from observing one's own work and reflecting on it. Each week 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.

Students whose placements do not permit them to record counselling sessions will need to speak with the course professor about a suitable alternative learning experience: e.g., record a session with a

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fellow student who has consented to be part of a mock interview scenario, or write a weekly verbatim based on a session.

Learning Objectives:

- Reflect on practice
- Become aware of use counselling interventions
- Practice case conceptualization

Instructions:

RECORDINGS (AUDIO / VIDEO)

- Record a counselling session.
- Follow the instructions in the *Practicum Manual* titled: “Use of Audio and Video Recordings for Supervision Purposes.”
- Select a brief portion of the session 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, or iv) for other reasons.
- 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/group to focus on as they listen to the recording? Is there a specific question you wish to have answered?

VERBATIMS

- Follow the instructions in the *Practicum Manual* titled: “Use of Verbatims for Supervision Purposes.”
- Ask yourself the following questions as you prepare to present this verbatim.
 - What do you believe you did well in this session / segment?
 - What do you want the instructor/group to focus on as they listen to the verbatim? Is there a specific question you wish to have answered?

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:

- Listen to a recording of a counselling session with client and transcribe a five-minute segment (no longer) 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

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family members, number of children, employment data, affiliations, etc.).

- Use the transcription to write a verbatim account (see instructions in the Practicum Manual) that represents a continuous conversation and which contains no more than ten “interventions” by the counsellor. Include all components for a verbatim that are identified in the Practicum Manual.
- Write a one-page summary of the session using the SSOAP note format provided (see Practicum Manual).

4) Mid-Placement Evaluation (Knowing, Being, Doing)

The purpose of these evaluations is to identify and reinforce what the student has learned and to guide the student’s learning goals for the winter semester.

- The student will meet with their on-site supervisor to complete and review the counselling skills rating sheet that will be provided.
- The student and the PCE course instructor will each complete the CASC/ACSS evaluation form and meet to discuss these evaluations on December 11, 2019.

B. “Reflecting For” practice

1) Learning Contact (Knowing, Being, Doing)

Each semester the student will work with their Field Instructor to develop a set of learning goals which will form the basis of their learning contract and subsequent evaluation. This learning contract is due at the beginning of the third week of class. (see: Practicum Manual)

2) Assessment (Knowing, Doing)

Learning Objectives:

- Practice summarizing case data
- Practice case conceptualization and planning

Use the discussions relevant to assessment contained in the Practicum Handbook as well as the books by Patterson et al. and Sbanotto et al. to write an assessment for the case study described in APPENDIX 1. Assignment should not exceed one page (single spaced).

Questions you may wish to consider:

- What does David perceive to be the core problem? What do you perceive to be the core problem?
- Does David appear to sustain or maintain the problem? If so, how?
- What is David doing to cope with his situation? If so, how?
- What skills, insights, competencies, etc. do you discern in David’s story? (e.g., evidences of or potential for change) You are free to imagine or add data as long as it is consistent with the initial case data.
- How do you think David would answer the question “How do you think that counselling will help you?” (i.e., counselling goal)
- What factors might help support the change process?
- What do you see to be a possible “next step?”

3) Risk Assessment (Knowing, Doing)

Learning Objectives:

- Practice summarizing case data
- Practice case conceptualization and planning

Use the discussions relevant to assessment contained in the Practicum Handbook as well as the books by Patterson et al. and Sbanotto et al. to write a risk assessment based on the case study described in

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APPENDIX 1, consider this individual's known risk to self and others. What types of questions do you need to ask this person in order to be able to complete a risk assessment? Assignment should not exceed one page (single spaced).

4) Clinical Practice Paper & In-Service Seminar (Knowing, Being, Doing)

In the Fall Semester Advanced Stream students will research and develop a 2–3 page clinical guideline for one of the concerns listed below and present an “in-service” seminar on the subject to the rest of the SPE group. In order for this guideline to be something that can be readily used in a clinical setting, it is essential that the student distill their research and reflection down to a maximum of two pages (single-spaced) plus a third page for references and resources.

Topics:

- Suicidal Ideation & Imminent Suicide Risk
- Other types of self-harm behavior: i.e., the intentional and direct injuring of body tissue without suicidal intentions
- Anger and Aggression
- Mental Health: Depression (all types)
- Eating Disorders
- Substance Abuse / Chemical Addictions
- Process Addictions: e.g., gambling, pornography, video-gaming
- Intimate Partner Violence
- Child Abuse
- Sexual Assault of an Adult
- Adult (male and female) Survivors of Childhood Sexual Assault
- Loss and Grief

Instructions:

Each paper will include the following elements.

- An introductory paragraph that identifies the nature of the problem and the criteria for determining level of risk (page 1).
- An outline of the types of questions you will use to assess this concern (page 1).
- An outline of some key treatment interventions that may be used with clients (page 2).
- A list of resources that may be used to guide your work with clients who present with this concern (page 3).

5) Book Review (Knowing, Doing)

Advanced Stream students are expected to read the Anderson text and to prepare a thematic review article in which they compare and contrast the themes, strengths, and shortcomings of these two texts. The student is to conclude their paper by highlighting if or how one or both texts may be useful for them in their work. Expected length is 2500 words (10 pp).

8. 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://mcmasterdivinity.ca/wp-content/uploads/2018/02/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,

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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 ~ <https://mcmasterdivinity.ca/rules-regulations/>

Gender Inclusive Language: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

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.

9. **SELECT BIBLIOGRAPHY:**

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

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

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

Strong, Tom, and Helen F. Massfeller. "Negotiating Post-Consultation 'Homework' Tasks between Counselors and Clients." *International Journal for the Advancement of Counselling* 32(2010) 14–30.

APPENDIX 1: Case Study

David is 29 years old, single, and unemployed. He is currently receiving Ontario Works and lives in subsidized housing. He reports that a year ago he was employed as a carpenter, had an apartment of his own and was looking forward to getting married. He said that the “bottom fell out of his world” on October 10, 2015 when his father suddenly died of a heart attack. David explained that his mother had died of cancer when David was 10 years old. David said that his father had raised him and his two brothers. David said his relationship with his father was strained during teen years but that it had been better for the past few years. Between sobs he talked about how much his father had looked forward to David’s wedding.

David stated that in the weeks after his father’s death he was unable to get himself out of bed. David said that he knew at the time that he wasn’t coping well with his grief and postponed his wedding. He also stated that he missed a lot of work because of his difficulties coping. He noted that at first his boss was understanding. However, eventually his boss had to let him go. David also reported that he lived on his savings for about six months before he had to give up his apartment, go on Ontario Works. David stated that for the last 6 months all he has done is sit at home for most of each day. He said his fiancé has been supportive, but she is worried he will never get better. He said that she is the reason he decided to seek counselling.

David has admitted to smoking pot on a daily basis but denies doing any ‘hard drugs’ or drinking alcohol. David stated that he tries to eat well and that he tries to get out for a walk each day. David also reported that he speaks with his fiancé every day and that he has a married brother who he visits every Sunday.