



McMaster Divinity College

MS 5XC5/6XC6 PASTORAL COUNSELLING THEORY (Fall 2022)

Kelvin F. Mutter, DTh
mutterk@mcmaster.ca
Please “do not” use *Avenue to Learn* messaging

September 14 to December 7, 2022
Wednesdays 9:00am – 10:50am
In-person & Livestream

1. COURSE DESCRIPTION:

This course will examine the theory and practice of spiritual care and counselling in the context of Christian ministry and non-ecclesial settings (e.g., a counselling practice, chaplaincy & spiritual care). The course moves from a general understanding of counselling theory to the use of Solution-Focused counselling/therapy and Narrative counselling/therapy in the practice of pastoral and clinical counselling. Students will be invited to develop their practice skills, examine this theory in light of topics of interest or concern that are relevant to the student’s practice of ministry, and to reflect theologically on the practice of spiritual care and counselling.

Doctor of Practical Theology (DPT): DPT students should refer to the Advanced Elective Template in preparing their learning objectives for this course.

Advanced Degrees (MA, PhD): MA/PhD students who enroll in this as part of a research degree are expected to complete their assignments at an Advanced Degree level (see assignment descriptions)—demonstrating both a general awareness of recent developments within the field as well as an ability to apply and explore the topic from the perspective of their research interest.

2. COURSE FORMAT:

This course is being offered on campus (i.e., in-person learning). Students who live at a distance from MDC or who for health or other reasons are unable to attend in-person are able to take this course via the livestreaming option.

This course will be delivered using a combination of independent learning, lecture, case study reflection, and practice exercises. Each component of the course is intended to support the student’s learning and mastery of the subject: e.g., assigned readings will introduce the topic, videos provide further information, while practice exercises and other assignments invite reflection on and application of the student’s learning, etc. Students are expected to attend class, complete each week’s assigned readings, engage with the weekly learning opportunities, and contribute to the development of a collaborative learning community.

3. COVID-19 and IN-PERSON LEARNING:

The required in-class practice exercises include face-to-face conversations that will likely place students less than two metres apart. It is also acknowledged that there remains a risk of exposure to COVID-19 from in-person contact. As a result, there is a risk of contracting the virus while in class, transmitting the virus to class members and the course instructor, and/or exposing third parties to the virus (i.e., family members or other individuals within the community). For these reasons, students who attend this course in-person are requested to wear a face mask such as a two-ply surgical mask when attending class.

If you are feeling ill, have been exposed to Covid, or are experiencing symptoms, we ask that you consult the Ontario self-assessment online tool and self-isolate for 5 days. Once you are feeling better, consult the self-assessment tool again to determine if it is safe for you to end your isolation. The tool will likely suggest that you remain masked for 10 days once you are feeling better. The self-assessment tool can be found here: <https://covid-19.ontario.ca/self-assessment/>

If you become ill and need to miss class meetings, please contact the course instructor as soon as possible so that you can access the class and/or make up missed work.

4. LEARNING OBJECTIVES: Advanced & Research Degree Students (DPT, MA, PhD)

Advanced & Research Degree students are encouraged to develop their own learning objectives. In addition to the learning objectives set by the student, it is anticipated that they will achieve the following objectives through required and optional reading, lectures, class discussion and exercises, and the completion of assignments.

NOTE: DPT students should refer to the Advanced Elective Template in preparing their learning objectives for this course.

Knowing

- To understand the nature and components of a counselling theory.
- To develop an understanding of the values, assumptions, and methods of a cross-section of current pastoral counselling theory.

Being

- To recognize personal and professional limits, including when to make referrals and consultations.

Doing

- To think critically about counselling theory, acknowledging the strengths as well as the shortcomings of a cross-section of counselling theories used within Christian ministry.

5. COURSE TEXTS:

Bookstore: Texts may be purchased from the *Hurlburt Family Bookstore* located beside the Chapel entrance, opposite Cullen Hall. For orders in advance: Free shipping is offered to students.

Address: Read On Bookstore, 5 International Blvd., Etobicoke, Ontario. M9A 3C3.

Bookstore Phone: 416 620 2934

Cell to text orders: 416 668 3434

Email for orders books@readon.ca

Disclaimer: This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

Required Texts:

- Coyle, Suzanne M. *Uncovering Spiritual Narratives: Using Story in Pastoral Care and Ministry*. Fortress Press: Minneapolis, MN, 2014.
- Kollar, Charles A. *Solution-Focused Pastoral Counselling*, second edition. Grand Rapids, MI: Zondervan, 2011.
- Morgan, Alice. *What is Narrative Therapy?* Adelaide, AU: Dulwich Centre, 2000.
- Scheib, Karen D. *Pastoral Care: Telling the Stories of Our Lives*. Nashville: Abingdon, 2016.
- Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy*. New York: Routledge, 2014.

6. INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Affiliate Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an AAMFT Clinical Fellow & Approved Supervisor; and, a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS). Dr. Mutter’s ministry and counselling experience includes counselling individuals who live with the physical and psychological effects of a major accident, counselling individuals, couples and families in a community counselling centre, as well as his experience as a pastor and church leader. Dr. Mutter is married and has three adult children.

7. COURSE SCHEDULE:

Students are expected to complete the assigned readings on time and contribute to the development of a collaborative learning community.

Date	Course Topic, Learning Activities, and Assignments
Sept 14, 2022	Introductory Matters Foundational Skills for (Pastoral) Counselling Reading: (All) Mutter <i>Course Notes: Resource #2</i>
Sept 21, 2022	Core Ethical Practice: Informed Consent (for Treatment) Solution–Focused Counselling I: Frameworks and Skills for the First Session Reading: Kollar chs. 7–9; Mutter <i>Course Notes: Resource #5</i> ; Walter & Peller chs. 1–3; Kollar chs. 7–9
Sept 28, 2022	Core Ethical Practice: Confidentiality (Nature & Limits) Solution–Focused Counselling II: Frameworks and Skills for Engaging the Counsellee Reading: Kollar chs. 10, 15; Mutter <i>Course Notes: Resource #6</i> ; Walter & Peller chs. 6–7 Assignment Due: <i>Proposed list of sources for Annotated Bibliography</i>
Oct 5, 2022	Core Ethical Practice: Responsible Case Management Assessment in (Pastoral) Counselling Reading: (All) Mutter <i>Course Notes: Resource #7</i>
Oct 12, 2022	Core Ethical Practice: Respect Solution–Focused Counselling III: Skills and Methods for Setting Goals Reading: Kollar ch. 11; Mutter <i>Course Notes: Resource #8</i> ; Walter & Peller chs. 4-5
Oct 19, 2022	Core Ethical Practice: Self Knowledge and Self Awareness Understanding and Motivating Change: Theory, Skills and Methods. Reading: Mutter <i>Course Notes: Resource #4</i> Assignment Due: (DPT) Annotated Bibliography due Oct 19, 2022.

Disclaimer: *This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

Date	Course Topic, Learning Activities, and Assignments
October 24-28	HYBRID WEEK: No Instructional Activities
Nov 2, 2022	Core Ethical Practice: Accountability Solution-Focused Counselling IV: Supporting Change Reading: (All) Mutter <i>Course Notes: Resource #9</i> ; (CS) Walter & Peller chs. 8-9; (PS & CW) Kollar chs. 12-13 Assignments: (DPT) Reflection Assignment due Nov 4, 2022; (MA/PhD) Annotated Bibliography due Nov 4, 2022.
Nov 9, 2022	Core Ethical Practice: Justice Client Stories and the Story of Hope: Framework, and Basic Skills Reading: Morgan chs. 1-3; Schieb chs. 3, 5.
Nov 16, 2022	Core Ethical Practice: Obtain Consent to Disclose to a Third Party Client Stories and the Story of Hope: Methods I Reading: Morgan chs. 4-6; Schieb chs. 6-7.
Nov 23, 2022	Core Ethical Practice: Responsible Relationships with Clients Client Stories and the Story of Hope: Methods II Reading: (Morgan chs. 7-9; (PS & CW) Schieb ch. 8.
Nov 30, 2022	Core Ethical Practice: Responsible Relationships with Other Professionals Strengthening Stories of Hope Reading: Morgan chs. 10-12; Schieb ch. 8. Assignment Due: <i>Major Essay</i> due on Dec. 2, 2022.
Dec 7, 2022	Involving 'Community' in the Story of Hope Reading: Morgan ch.14; Schieb ch. 2

8. LEARNING ACTIVITIES (i.e., COURSE REQUIREMENTS):

Grading Rubrics:

- The evaluation categories and the weight given to these categories are provided along with description of each graded assignment.
- A handout describing these categories along with the outcome expectations for each category will be provided at the beginning of the semester.

8.1. Participation

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) professional formation (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.

8.2. Practice Counselling Labs (10% of grade)

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

These practice counselling labs are an opportunity for students to obtain feedback about their counselling skills from each other and the course instructor. It is expected that students will participate in these labs with the intent of learning from the experience.

Disclaimer: *This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

NOTE: Even though Advanced & Research Degree students are not required to submit a counselling verbatim they are expected to participate in the practice labs.

8.3. Independent Learning Activities

8.3.1. Assigned Readings (All Students) Read as Assigned

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) performance (doing).

Each student is to read the assigned readings and be prepared to integrate these readings in the relevant discussions as well as their assignments.

8.3.2. Annotated Bibliography (DPT, MA, PhD)

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) performance (doing), iii) performance (doing), and iv) professional formation (being).

8.3.2.1. Annotated Bibliography (DPT)

Part 1: Annotated Bibliography (25% of grade) DUE: Oct 19, 2022

The student will develop an annotated bibliography (2,000 words, 8 pp) of approximately 15–20 resources (4000 pages) related to *the topic of the course* and write a 100–150 word annotation for each one. The required texts for the course can be included as part of the book list.

Part 2: Reflection Assignment (25% of grade) DUE: Nov 4, 2022

The student will write a brief essay (3000 words, 12 pp) that summarizes the key learnings from the annotated bibliography and provides a cogent foundation for a theology and practice of the topic of the course.

8.3.2.2. Annotated Bibliography (MA, PhD) (45% of grade) DUE: Nov 4, 2022

NOTE: The rationale for the topic and a suggested reading list for this topic must be approved by the professor no later than Sept 28, 2022.

Students in the MA/PhD programs will read both the core textbooks **and** an additional 4000 pages (e.g., 15–20 texts) on the topic related to the practice of pastoral counselling, psychospiritual counselling or Christian counselling. Students will write a 150 word annotation for each book they read.

8.3.3. Major Essay (Advanced & Research Degrees)

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

8.3.3.1. DPT Major Essay (40% of grade) DUE: Dec. 2, 2022

Students will write a 7000 word essay (e.g., 28 pp) on a topic that is relevant to the student's ministry and research interest. It is expected that these papers will include the following elements: a brief but clear explanation of how the paper is rooted in a Practice Led-research approach, an exploration of the challenges and problems that provoke this study (i.e. why does this ministry practice need to be addressed? What are the problems that you want to identify?),

Disclaimer: *This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

a consideration of a foundational theology of the practice of ministry under consideration in this course, a deep consideration of how new approaches to this practice can be employed in helping to address and improve ministry practice in this area, and reflection on the application of these ideas to the student's own ministry context.

**8.3.3.2. Major Essay (MA, PhD) (45% of grade) DUE:
Dec. 2, 2022**

MA, PhD students will write a 40-page research paper on a theme approved by Dr. Mutter related to the practice of pastoral counselling, psychospiritual counselling, or Christian counselling and which is relevant to student's research interest. The paper should critically engage the relevant counselling literature. In addition to the use of monographs, the essay should be supported by peer-reviewed journal articles relevant to the core argument.

9. COURSE ADMINISTRATION:

Instructor Availability:

Throughout the course, Dr. Mutter will be available via email (mutterk@mcmaster.ca), Zoom, and in-person (before scheduled classes and during class breaks).

Interpersonal Interactions:

Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas. Feel free to respond logically, critically, and in an orderly manner.

Students are encouraged to...

- Arrive on time for class.
- Stay for the entire class session.
- Not engage in anything during class time that prevents them or other from focusing and participating in class discussions.
- Not to carry on private conversations in class. This applies to spoken and electronic communication. If something is unclear, the whole class will benefit by a question being asked out loud.
- Silence cell phones and related devices during class. If a student must for some reason accept a phone call, he or she ought to discretely leave the class to do so.

Written Work:

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).

College Style for 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 website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

Disclaimer: *This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

Length:

Students are expected to adhere to the assignment page / 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.

Submission of Written Work:

Except for 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. PDF files are not acceptable as it can be more difficult to provide comments and feedback on the assignment.

Deadlines:

All assignments are due the day indicated (by email before 5 p.m. of the day due). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension has been obtained from the instructor prior to the deadline. Assignments cannot be submitted after the end of class on December 7, 2022 without written permission from the Office of the Registrar.

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>.

All submitted work is subject to normal verification standards to ensure that academic integrity has been upheld (e.g. online search). In this course we will be using a web-based service (turnitin.com) for plagiarism detection for research assignments submitted by students.

10. SELECT BIBLIOGRAPHY

Solution-Focused Therapy

Berg, Imsoo Kim. *Family-based Services: A Solution-focused Approach*. New York: W. W. Norton, 1994.

Bertolino, Bob, and Bill O'Hanlon. *Collaborative, Competency-based Counseling and Therapy*. Boston: Allyn and Bacon, 2002.

Bidwell, Duane R. *Short-Term Spiritual Guidance*. Minneapolis, MN: Fortress, 2004.

De Jong, Peter., & Imsoo Kim. *Interviewing for Solutions* (2nd ed.). Belmont, CA: Wadsworth, Thomson, Brooks/Cole, 2002.

Dillon, David. *Short-Term Counselling*. Nashville, TN: Word, 1992.

Oliver, Gary J., et al. *Promoting Change through Brief Therapy in Christian Counselling*. Carol Stream, IL: Tyndale House, 1997.

Thomas, Frank and Jack Cockburn. *Competency-Based Counselling: Building on Client Strengths*. Minneapolis: Fortress, 1998.

Disclaimer: *This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

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

Narrative Therapy & Narrative Leadership

Bidwell, D. *Empowering Couples: A Narrative Approach to Spiritual Care*. Minneapolis: Fortress, 2013.

Coyle, Suzanne M. *Re-Storying Your Faith*. n.p., UK: Circle, 2013.

Freedman, Jill, and Gene Combs. *Narrative Therapy: The Social Construction of Preferred Realities*. New York: Norton, 1996.

Galvin, Ray. *Narrative Therapy in Pastoral Ministry: A postmodern Approach to Christian Counselling*. 2008. Online: <http://justsolutions.eu/Resources/NarrTherGalvin.pdf>

Golemon, L. ed.. *Living Our Story: Narrative Leadership and Congregational Culture* (Narrative Leadership Collection). Herndon, VA: Alban Institute, 2010.

Hedtke, Lorraine. "Creating Stories of Hope: A Narrative Approach to Illness, Death and Grief." *Australian and New Zealand Journal of Family Therapy* 35 (2014) 4–19.

Neuger, C. *Counselling Women: A Narrative, Pastoral Approach*. Minneapolis: Fortress, 2001.

White, Michael, and David Epston. *Narrative Means to Therapeutic Ends*. New York: WW Norton, 1990.

White, Michael. *Maps of Narrative Practice*. New York: WW Norton, 2007.

Disclaimer: *This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*