



McMaster Divinity College

MS 3XC3 PASTORAL COUNSELLING THEORY (Fall 2022)

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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.

MTS & MDIV SPECIALIZATIONS: Counselling and Spiritual Care (CS), Pastoral Studies (PS) and Christian History & Worldview (CW).

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: MTS & MDiv Students (CS, CW, PS Specializations)

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student will work to achieve the following course objectives:

Knowing

- To recognize and describe the basic helping skills for counselling.
- To be able to articulate the core ethical principles that inform a respectful counselling practice.
- To learn a basic framework for short-term structured counselling.
- To be aware of their legal and professional obligations and limitations.

Being

- To be self-aware of their assumptions and biases when counselling others.
- 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 provide a respectful counselling practice that is ethically sound.
- To practice the Safe and Effective Use of Self (SEUS) when counselling others.
- To encounter a counsellee/client through dialogue, observation, and emotional understanding.
- To engage and focus on the counsellee's/client's experience.
- 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.

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).*

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

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

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.*

Morgan, Alice. *What is Narrative Therapy?* Adelaide, AU: Dulwich Centre, 2000.
Mutter, Kelvin F. *Course Notes: Theories of Pastoral Counselling* (available on Avenue to Learn)
Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy*. New York: Routledge, 2014.

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

Kollar, Charles A. *Solution-Focused Pastoral Counselling*, second edition. Grand Rapids, MI: Zondervan, 2011.
Mutter, Kelvin F. *Course Notes: Theories of Pastoral Counselling* (available on Avenue to Learn)
Scheib, Karen D. *Pastoral Care: Telling the Stories of Our Lives*. Nashville: Abingdon, 2016.

5.3. **Required Texts for MTS/MDiv students in the Christian History & Worldview Specialization:**

Coyle, Suzanne M. *Uncovering Spiritual Narratives: Using Story in Pastoral Care and Ministry*. Fortress Press: Minneapolis, MN, 2014.
Mutter, Kelvin F. *Course Notes: Theories of Pastoral Counselling* (available on Avenue to Learn)
Kollar, Charles A. *Solution-Focused Pastoral Counselling*, second edition. Grand Rapids, MI: Zondervan, 2011.
Scheib, Karen D. *Pastoral Care: Telling the Stories of Our Lives*. Nashville: Abingdon, 2016.

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 Required 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 Required Reading: (All) Mutter <i>Course Notes: Resource #5</i> ; (CS) Walter & Peller chs. 1-3; (PS & CW) Kollar chs. 7-9
Sept 28, 2022	Core Ethical Practice: Confidentiality (Nature & Limits) Solution-Focused Counselling II: Frameworks and Skills for Engaging the Counsellee Required Reading: (All) Mutter <i>Course Notes: Resource #6</i> ; (CS) Walter & Peller chs. 6-7; (PS & CW) Kollar chs. 10, 15

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Date	Course Topic, Learning Activities, and Assignments
Oct 5, 2022	Core Ethical Practice: Responsible Case Management Assessment in (Pastoral) Counselling Required 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 Required Reading: (all) Mutter <i>Course Notes: Resource #8</i> ; (CS) Walter & Peller chs. 4-5; (PS & CW) Kollar ch. 11 Assignments (All MTS & MDiv- Specializations) Practice Assignment #1 due October 12, 2022.
Oct 19, 2022	Core Ethical Practice: Self Knowledge and Self Awareness Understanding and Motivating Change: Theory, Skills and Methods. Required Reading: Mutter <i>Course Notes: Resource #4</i>
October 24-28	HYBRID WEEK: No Instructional Activities
Nov 2, 2022	Core Ethical Practice: Accountability Solution–Focused Counselling IV: Supporting Change Course Resource: Required Reading: (All) Mutter <i>Course Notes: Resource #9</i> ; (CS) Walter & Peller chs. 8-9; (PS & CW) Kollar chs. 12-13
Nov 9, 2022	Core Ethical Practice: Justice Client Stories and the Story of Hope: Framework, and Basic Skills Required Reading: (CS) Morgan chs. 1–3; (PS & CW) Schieb chs. 3, 5. Assignments <ul style="list-style-type: none"> • (MTS & MDiv-CS Specialization) Practice Assignment #2 due Nov 9, 2022; • (MTS & MDiv- PS Specialization) Practice Assignment #2 due Nov 9, 2022; • (MTS & MDiv-CW Specialization) Integrative Essay due Nov 9, 2022.
Nov 16, 2022	Core Ethical Practice: Obtain Consent to Disclose to a Third Party Client Stories and the Story of Hope: Methods I Required Reading: (CS) Morgan chs. 4–6; (PS & CW) Schieb chs. 6–7.
Nov 23, 2022	Core Ethical Practice: Responsible Relationships with Clients Client Stories and the Story of Hope: Methods II Required Reading: (CS) Morgan chs. 7–9; (PS & CW) Schieb ch. 8.
Nov 30, 2022	Core Ethical Practice: Responsible Relationships with Other Professionals Strengthening Stories of Hope Required Reading: (CS) Morgan chs. 10–12; (PS & CW) Schieb ch. 8.
Dec 7, 2022	Involving ‘Community’ in the Story of Hope Required Reading: (CS) Morgan ch.14; (PS & CW) 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 (10% of Grade)

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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 (20% of Grade)

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

Students will be given practice counselling exercises for developing their counselling skills and receiving feedback 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.

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. Practice Counselling Assignments (MTS & MDiv Students)

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

Instead of exams, students are required to complete at least one practice counselling session, preferably with a classmate or fellow seminarian, **and** submit a verbatim report from specified sections of each of these exercises.

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

8.3.2.1. Practice Assignment #1 (30% of Grade) DUE: October 12, 2022

In recognition of the fact that the Basic Counselling Skillset is essential for everyone in a leadership position, all MTS / MDiv students are required to submit the first Practice Assignment. The intent of this exercise is to provide students with both an opportunity to practice the building a professional caring relationship with another individual and to learn from the feedback they receive.

Instructions to the Counsellee:

These instructions have been kept brief so that you, the counsellee, 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.

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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 problem definition. Your task is to use the solution-focused model to guide you as you connect with the counsellee 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 counsellee to clarify the nature of their concern.
- 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 counsellee'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.

8.3.2.2. Practice Assignment #2 (CS & PS Specializations) DUE: Nov 9, 2022

The intent of this exercise is to provide students with both an opportunity to further develop their skills practice the building a professional caring relationship with another individual and to learn from the feedback they receive.

8.3.2.2.1. Counselling and Spiritual Care Specialization: Beginning the Second Session (40% of Grade)

Instructions to the Counsellee:

These instructions have been kept brief so that you, the counsellee, 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

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(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 counsellee. Your task is to use the solution-focused model to guide you as you engage the counsellee 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) consecutive counselling 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 counsellee'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.

8.3.2.2.2. Pastoral Studies Specialization: Supporting Spiritual Discernment (40% of Grade)

The intent of this assignment is for the student to demonstrate their ability to use the methodology of Brief Solution-focused Therapy to support a congregant reflect on their spirituality and/or discern a next step in their spiritual journey.

Instructions to the "Congregant":

These instructions have been kept brief so that you, the congregant, can create the script as you go. It is very important you DO NOT tell the pastor or spiritual director ahead of time the nature of your spiritual questions or challenges. It is part of the student's learning process to discern this from their interaction with you.

In this exercise the pastor or spiritual director will be trying to "connect" with you on a matter of spiritual significance to yourself. Your task is to provide a "realistic" practice session for the pastor or spiritual director. 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 pastor or spiritual director.

Instructions to the Student:

This assignment is intended to providing support to someone presenting with a spiritual need or question. Your task is to use the solution-focused model to guide you as you engage the congregant in a conversation that focuses on a spiritual issue or concern.

Written papers will contain the following elements:

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- A brief transcript in which the student presents a continuous conversation containing **twelve (12) consecutive responses** by the student that illustrate their practice of spiritual direction.
- The student will, using the format provided, identify which interventions they used. It is expected that the student will be able to demonstrate a working knowledge of their methodology by accurately identifying which skills 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.

8.3.3. Integrative Assignment (CW Specialization) (40% of Grade) DUE: Nov 9, 2022

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

Instead of providing a second transcript, students in the CW Specialization will read the Coyle and Scheib texts with a view to comparing these narrative approaches to the practice of spiritual care and counselling. Students are to identify and examine the assumptions and values that inform these approaches; how each approach defines and establishes the caregiving relationship; each theory's assumptions about change; and the core behaviours and skills employed within each approach.

The student will write a comparative review essay (4000 words, ≈16 pages) in which the body of the essay identifies 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 and, the core behaviours and skills employed within each counselling approach. This discussion will also identify what is common between models and what differentiates these models from each other. Lastly, this essay will include theological reflection on each theory.

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:

General: 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.

In-Person Interaction 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:

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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/>).

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

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

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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.

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.

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