

SYLLABUS
Pastoral Counseling 02PT5350
July 8-12, 2019 ~ 6:00-10:00pm
Reformed Theological Seminary – Orlando

Instructor: **Rev. Mike Osborne**

Dean of Students, Director of Field Education & Placement

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Office Hours: By appointment

COURSE DESCRIPTION:

This class provides basic preparation for the complex task of pastoral care and counseling. The focus is upon the pastor in the congregational setting. Students will formulate a biblical and theological foundation for the practice of pastoral counseling. They will develop an understanding of the key principles of pastoral care and acquire basic skills required for providing Christian care and follow-up. Numerous pastoral themes and practical challenges are addressed through outside reading, lectures, pre- and post-class projects, and peer interaction. Students will be encouraged to develop their own pastoral presence in offering spiritual care.

LEARNING OBJECTIVES:

Upon successful completion of this course:

- Students will be able to articulate a biblical framework for pastoral counseling and soul care;
- Students will have engaged their own story and begun to understand how it impacts their ability to relate to and care for others;
- Students will have learned critical skills to facilitate effective counseling;
- Students will have begun to develop a biblical, practical, compassionate approach to the most common pastoral counseling situations.

COURSE MATERIALS:

A. Required Reading

1. *Connecting with Self and Others*, by Miller, Wackman, Nunnally, and Miller. ISBN 9780917340154
2. *The Emotionally Healthy Church*, by Peter Scazzero. ISBN-13 9780310246541
3. *Instruments in the Redeemer's Hands*, by Paul D. Tripp. ISBN 9780875526072
4. *The Elements of Counseling*, by Meier and Davis. ISBN-13 9780495813330
5. Dan Allender article, "What's Wrong with Us?"
<http://www.leaderu.com/marshall/mhr04/wrong1.html>

B. Recommended Reading

1. *Care of Souls*, by David G. Benner. ISBN 0801090636
2. *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations*, by Kenneth L. Swetland. ISBN 9780825436963
3. *The Pastor As Minor Poet*, by M. Craig Barnes. ISBN 9780802829627

4. *Called into Crisis: The Nine Greatest Challenges of Pastoral Care*, by James D. Berkley. ISBN 0917463234
5. Tim Keller article, "Four Models of Counseling in Pastoral Ministry"
https://c4265878.ssl.cf2.rackcdn.com/redeemer.1709191425.Four_Models_of_Counseling_in_Pastoral_Ministry.pdf

COURSE REQUIREMENTS:

A. Experiential Learning Project: Due Monday, July 8 by 6:00pm

Each student is expected to choose ONE of the following options and bring their completed work to class on the first day:

OPTION 1: Visit a place of human need and write a 3- to 5-page (typed, double-spaced) paper describing: (a) what they did, (b) what they asked, (c) whom they met, (d) how they felt during the experience, (e) what they learned about themselves, and (f) how the experience might inform their approach to pastoral counseling. The point of this exercise is to be personally impacted by the experience and better understand the pain of a significant segment of society. Students should submit their Experiential Learning Project proposal via email for Professor Osborne's approval and feedback before proceeding.

You might consider doing one of the following:

- Visit a nursing home or assisted living place, interview the manager, and visit with residents.
- Tour a crisis pregnancy center, interview the staff, and meet a client.
- Interview a hospital chaplain and shadow him or her for several hours.
- Interview someone who struggles with same-sex attraction.
- Sit in on an AA meeting and interview an alcoholic and his or her sponsor.
- Tour a mortuary and interview one of the morticians. If possible view the embalming process.
- Visit a homeless shelter or help at a soup kitchen, and interview a homeless person.

Students are encouraged to use creativity and initiative to come up with a project that exposes them to the struggles of others. This is not merely an academic exercise. Papers must reflect personal engagement and sincere effort to understand the challenges faced by other human beings.

OPTION 2: Create a Community Mental Health Resources Notebook for use by the pastoral care ministry in your current or future church. (NOTE: If you already have access to such a notebook you may not choose this option!) Your notebook should include descriptions of and contact information for each resource, be well organized and easily used as a quick reference guide to agencies, counselors, clinics, government services, and ministries available in your area to meet a wide variety of mental, spiritual, physical, and emotional needs. Consider such things as pregnancy crisis centers, rape and suicide hotlines, domestic violence shelters, food pantries, senior services, and so on. Notebooks will be evaluated on their thoroughness and organization.

B. Reading Report: Due Friday, July 12 by 12:00am

Each student is expected to read the materials on the Required Reading list by the last day of class. Students will be graded based on a self-report according to the following rubric:

	Percentage of each book or article read word-for-word
	Percentage of each book or article skimmed
	Read by last day of class (yes or no)

A Reading Report form can be found by clicking on the Files tab in Canvas. It must be filled out and uploaded to Canvas by the final day of class, July 12.

C. Emotional/Spiritual Health Inventory Report: Due Saturday, July 27 by 12:00am

Each student is expected to complete the Emotional/Spiritual Health Inventory on pages 59-61 of Peter Scazzero’s book, *The Emotionally Healthy Church* (Grand Rapids: Zondervan, 2003). After completing the inventory, report your results using the form on page 65 and write a one- to two-page (typed, double-spaced) paper in which you: (a) share insights you’ve gained about yourself through this inventory, and (b) describe at least one action step you will take during the rest of this calendar year to improve in the weakest area of your emotional/spiritual health as indicated by this inventory. Include in your action plan the name of an accountability partner and how you and this partner will plan to work together.

D. Reading Reflection Papers: Due Saturday, August 17 by 12:00am

Each student is expected to write a 2- to 3-page (typed, double-spaced) paper about each of the four textbooks on the Required Reading list. Your paper should contain answers to the following questions: (a) What was the “heart” or thesis of each book? (b) What were (for you) the three most impactful ideas, statements, or principles in each book, and why were they significant? (c) How might you implement those three impactful ideas in your pastoral care ministry?

E. Final Project: Due Saturday, September 14 by 12:00am

The book, *Facing Messy Stuff in the Church* by Kenneth L. Swetland (Grand Rapids: Kregel, 2005), contains fourteen chapters, each one a case study of a conceivable pastoral counseling situation. Students must choose TWO of those case studies and write a 3- to 5-page (typed, double-spaced) paper for each case study containing thorough, thoughtful answers to the questions listed at the end of those chapters. Each paper should also include a tentative pastoral care plan the student might implement for each situation.

LATE ASSIGNMENTS

Assignments will be expected by the due date. Exceptions should be addressed to the instructor in advance of the due date.

ATTENDANCE AND PARTICIPATION

It is expected that students will be present for all class sessions. Notify the instructor if you find you must miss part or all of a session. A portion of your grade is determined by punctuality and how engaged you are in class discussion and peer interaction.

GRADES

There will be no exams or quizzes in this class. Final grades will be based on the degree to which your work shows personal application, effort, and serious engagement. The following chart shows how the final grade will be calculated:

ITEM	PERCENTAGE
Reading Report	15%
Reading Reflection Papers	20%
Emotional/Spiritual Health Inventory Report	15%
Case Study Project	20%
Experiential Learning Project	20%
Class Attendance & Participation	10%
TOTAL	100%

The grading scale employed at Reformed Theological Seminary is as follows:

A	97-100	4.00
A-	94-96	3.66
B+	91-93	3.33
B	88-90	3.00
B-	86-87	2.66
C+	83-85	2.33
C	80-82	2.00
C-	78-79	1.66
D+	75-77	1.33
D	72-74	1.00
D-	70-71	0.66
F	below 70	0.00
I	incomplete	
W	withdraw	
S	satisfactory	
P	passing	

The grade “I” indicates that the work required for the course was not completed. It is given only when special, extenuating circumstances (such as illness) prevent the student from completing the work or taking the examination. A written request for an extension must be submitted prior to the due date of the work concerned. If the request is granted, it remains the responsibility of the student to complete all work for the course as soon as possible. In any case, an “I” grade must be removed within the extension time granted; otherwise it will be changed to “F.” The grade “W” indicates that a student has withdrawn from a course after the drop deadline. This grade is granted by the academic dean only in extenuating circumstances. The grade “P” is only used as a Pass/Fail option and is limited to the Field Education course.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Pastoral Counseling 02PT5350

Campus: Orlando

Date: Summer 2019

Professor: Mike Osborne

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Moderate	Students must articulate a framework for counseling derived from Scripture and sound theology.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Pastoral counseling must be grounded in what the Bible reveals about the nature of God and man, our fallen condition, and the path to redemption and healing.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Reformed theology is woven throughout counseling. The WCF addresses counseling issues and concerns.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Students must deal with their own issues in order to counsel others.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Counseling must be done in ways consistent with a biblical worldview.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Counseling is connected with evangelism. Students compassionately bring the gospel to bear on human problems in Christ's name.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	None	
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Moderate	Worship is ultimately the goal of Christian counseling.
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Strong	This course prepares pastors and counselors to shepherd the flock well.

Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	A vibrant counseling ministry overflows to other churches and the community.
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