INTRODUCTION TO PASTORAL COUNSELING
PC 511
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Course Objectives and Outline
To develop understanding, discernment, and practical application in the following areas:

Theory
The relationship of theology, psychology, and counseling
The place of contemporary counseling in history
A framework for Christian counseling in society and the church
The place of caring and counseling in the church
The nature of pastoral counseling

Practice
Developing basic counseling skills:
Listening, reflecting, paraphrasing…
Asking good questions
Facilitating change
Self-reflection and understanding

Understanding and Counseling Common Problems
Grief and Depression
Anger and Forgiveness
Worry, Anxiety and Fear
Perfectionism, Shame and Guilt
Addictions
INTRODUCTION TO PASTORAL COUNSELING
Class Schedule
Summer 2016

June 24-25
1. (a) Introduction and Counseling Basics

1. (b) Coping with Loss and Grief (Read Ch. 5 in When Life Goes Dark)

2. Biblical Counseling in a World of Psychological Theories – The Search for Truth (Read “Articles” x3 in Reading List)

3. Coping with Anxiety, Worry and Fear (Read Ch. 8 in WLGD)

July 1-2
4. Coping with Depression (Read WLGD!)

5. A Biblical Foundation and Framework for Counseling (Read Ch. 11 in WLGD)

6. Coping with Anger and Moving into Forgiveness (Read Ch. 9 in WLGD)

July 8-9
7. The Pursuit of Excellence and The Perils of Perfectionism (Read Perfecting Ourselves to Death)

8. The Tangled Web of Shame and Guilt (Read Chapter 10 in WLGD)

9. Surrendering Our Freedom in an Age of Soma: Living on the Edge of Addiction

Readings to be done before each relevant class

Please do not record any of these classes in any form without permission.
You should interview three individuals of your choosing focusing on personal history and life story. The interviews provide an opportunity to practice asking questions, directing conversation, and listening well. These must be information-seeking interviews only. [Any temptation to give advice, offer solutions to problems, or to engage in any other corrective/counseling activity must be resisted!] You will be given questions (see last page of syllabus) to reflect on and respond to in writing to facilitate your learning from this process. Do not use real names when writing about your interviews. Use details of history only to illustrate your points. This should not be more than 4 pages. 11 font, 1.5 Spaced, 1 in. margins/all sides (25% of final grade).

Difficult Problem Self-reflection project
Choose a counseling problem that you anticipate being difficult and/or uncomfortable for you in the counseling process. Describe the difficulty and/or discomfort this problem presents to you. Attempt to determine the source of this difficulty especially as it may be affected by your own personal and family history/experience. This should not be more than 4 pages. 11 font, 1.5 Spaced, 1in. margins/all sides (25% of final grade). (Only read by Richard Winter)

Book Reaction Papers
Write a (not more than two page, 11 font, 1.5 Spaced, 1in. margins/all sides) appreciative and critical reflection on three of the textbooks focusing on a few things your have learned from each book: Perfecting Ourselves to Death, Strategic Pastoral Counseling and Suffering and the Heart of God. A brief summary of the major themes of the book should be given at the beginning. Demonstrate that you have interacted with the contents of each book. (30% of final grade).

ALL PAPERS AND READING REPORT DUE BY MIDNIGHT ON AUGUST 8TH
Attendance, Participation and Reading will all have some influence on the final grade. (20% of grade)

Please let me know if you will be missing a class.
**Reading Requirement**

See Class schedule for reading of chapters and articles before specific classes. Each book explores different facets of counseling and there is considerable overlap to reinforce central themes. A two-page reflection on three of the five books is required (see above).

**Books:**
- *Anatomy of the Soul*, Curt Thompson, Tyndale
- *Perfecting Ourselves to Death: The Pursuit of Excellence and the Perils of Perfectionism*, Richard Winter, IVP (Written reflection required)
- *Strategic Pastoral Counseling*, David Benner, Baker (Written reflection required)
- *Suffering and the Heart of God: How trauma destroys and Christ restores*, Diane Langberg, 2015 (Written reflection required)

**Articles** - Available online via Sakai
- *The Search for Truth in Psychology and Counseling* (Richard Winter)
- *The Holy Spirit, Common Grace, and Secular Psychotherapy*, (Lydia Kim-van Daalen)
- *Jay Adams – Is He Biblical Enough* (Richard Winter)

**Reading Chapters, Articles & Reflection Questions**

Each student should keep a running total of the percentage of completion of each reading assignment. For “depth of reading”:
- skim — your eyes quickly move over the page; there is little to no comprehension one hour later
- read — you read with a view to understanding the broader arguments of the content, which you can repeat one hour later
- read carefully — you understand both the broader arguments of the content and their sub-points
- read critically — having “read carefully” (see above), you also take the extra step of evaluating the strengths and weaknesses of the argumentation

1. *Anatomy of the Soul*
   - Skim % Read % Read Carefully % Read critically %

2. *When Life Goes Dark: Finding Hope in the Midst of Depression*
   - Skim % Read % Read Carefully % Read critically %

3. *Perfecting Ourselves to Death: The Pursuit of Excellence and the Perils of Perfectionism*
   - Skim % Read % Read Carefully % Read critically %

4. *Strategic Pastoral Counseling*
   - Skim % Read % Read Carefully % Read critically %

5. *Suffering and the Heart of God: How trauma destroys and Christ restores*
   - Skim % Read % Read Carefully % Read critically %

- I certify that this accurately represents the reading I have done for this class.
- Signature ______________________ Date ________
Academic Honesty Statement

As part of our purpose to train servants of the triune God to walk with God in all of life, we expect godly integrity in the academic work done at Covenant. At the heart of this integrity is the commitment to accurately represent our work to others. This means that members of the Gordon Conwell community will not engage in presenting the ideas of others as their own (plagiarism) or in violating the rules under which papers, projects, and examinations are to be completed (cheating). Please refer to the Student Handbook for a complete explanation of this policy. For tutorial help through the writing center, please contact the Dean’s office.

The first violation of academic honesty standards will result in failure of the assignment or test in question and could, depending on the assignment, result in failure of the class. A second violation may result in dismissal from the institution.

Course Evaluation

Course evaluations function as crucial feedback loops for the courses offered at Gordon Conwell Seminary. The administration and the faculty read the evaluations carefully. The evaluations also help students discern their personal progress toward missional outcomes. Course evaluations are administered through the student portal and are completely confidential unless you choose to disclose your name. Please complete one at the end of each course you take. They are required. Therefore, you will not be able to see the final course grade on the portal until that course’s evaluation has been completed.

Class Attendance

Class attendance is required and should be considered a high priority. After an initial 3-hour session is missed, each additional 3 hours of class missed will lower the final grade by half a letter (5%). Students who must be absent are encouraged to notify the professor prior to their absence and are required to meet with a classmate to review the whole of the class time missed or listen to a recording of the class.

Computers, the Internet and Cell Phones

Research has demonstrated that multi-tasking lowers efficiency and comprehension. You may use your computer for access to class notes but please do not e-mail, Facebook, twitter, text on phone, do internet searches… while in class! Thank you.

*No class may be recorded in any form without permission from the professor.*
INTERVIEW PROJECT QUESTIONS

The following questions are intended to be a guideline for writing your summary of your learning from the interview project. You do not need to answer every question and you may write about things that are not asked here. However, you should address most of the issues that are indicated in each paragraph.

Interview Process

- Reflect on your feelings over the course of each interview.
  - How did the beginning feel different from the middle or the end?
  - Which was easiest? Most comfortable? Most difficult? Most uncomfortable?
  - Why do you think this was so?
- Was one person easier to develop rapport with?
  - Was one more difficult? Why?
  - What was it about that person that made the difference?
  - If there wasn’t much difference, why was that?
- Were prepared questions helpful? Not helpful? In what ways? What changes would you make in the questions you asked? Did questions have differing impact with different individuals? Were there differences in amount of sharing per individual? Did you have to vary from your preparation? What were the advantages and disadvantages in doing this?
- How did factual information (place of birth, DOB, number in family, family history, characteristics of parents, birth order, traumatic events, heroes, romances, significant changes, etc) give you insight into the development, personality, joys, hurts, etc. of the people you interviewed?
- What did you learn about listening?
- What did you observe about the impact of environment/interview setting?
- What did you learn about asking questions?
- What did you observe about taking and/or keeping control of the interview?
- What did you observe about the use of notes?

Understanding People

- What did you observe about people and how they function?
- About the importance of history?
- Importance of Christ in their lives?
- What did you recognize regarding the depth/complexity of people and their problems?
- Are there differences in interviewees such as similar circumstances having different effects in different individuals?

Self-Awareness

- What did you observe about the need to communicate acceptance, non-judgmental attitude, etc.?
- Did you recognize your personal feelings? Did they get in the way? How did you handle them?
- Why do you think they affected you this way?
- Did they remind you of anyone in your family or story?

Other

Did the project lead to growth in your understanding of the process, of others, of yourself? Were there other significant things you observed or learned from this experience?