

MAS 502 Pastoral Counseling II
Wednesday, 8 -11 a.m., 2 hrs / 3 units

Instructor Name	Robert Brumet
Office Hours	9-10 a.m., 2-3 p.m.; Mon., Tues., Thur. Other times by appointment.
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Required Texts	Ivey, Allen & Mary Bradford (2006) Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society. (5th ed.) Wadsworth Publ. Corey, G. (2004) Theory of Counseling and Psychotherapy. (7th ed.) Belmont CA: Wadsworth (This text is also required for MAS 501)
Recommended Reading (On reserve in the library.)	Rosenberg, Marshall (2003) Nonviolent Communication: A Language of Life. Encinitas CA: PuddleDancer Press. Savage, John (1996) Listening & Caring Skills in Ministry: A Guide for Groups and Leaders. Nashville: Abingdon Press

Course Description

This course continues to explore the spiritual and psychological dimensions of pastoral counseling in a Unity ministry. We offer supervised counseling practice in the classroom. We will discuss the administrative, ethical, and legal considerations of pastoral counseling.

Learning Objectives

Upon completion of this course, students will be able to:

1. Demonstrate pastoral counseling skills needed to function in a Unity ministry.
2. Prepare a brochure describing student's future spiritual counseling ministry.
3. Explain how to address the ethical, legal, and administrative issues that may arise in pastoral counseling.

The above objectives partially fulfill the following outcomes for the Master of Divinity and Certificate programs:

1. Provide spiritual counsel, establish rapport, and communicate empathy.
2. Perform pastoral care functions.

Class Schedule

Week	Date	Topic	Reading Assignment	Paper/Exam/ Activity
1	10/01	Course Overview Spiritual Counseling Review Practice Session		Listening
2	10/08	Administrative & Logistical Factors in Pastoral Counseling Didactic Counseling practice	Ivey Ch 1-2	Attending Behavior
3	10/15	Crisis Counseling Didactic Counseling Practice	Ivey Ch 3	Questioning Skills
4	10/22	Referrals Didactic Counseling Practice	Ivey Ch 4	Observation Skills
5	10/29	Ethics Didactic Counseling Practice	Corey, Ch 3 Ivey, Ch 5	Encouraging & Paraphrasing
6	11/05	Ethics Didactic Counseling Practice	Ivey, Ch 6 Ch 7 (p176-190)	Reflecting feelings
7	11/12	Didactic Counseling Practice	Ivey, Ch 9	Focusing
8	11/19	Didactic Counseling Practice	Ivey, Ch 10	Reflecting Meaning (Counseling Brochure Due)
	11/22	Thanksgiving Break		
9	12/03	Didactic Counseling Practice	Ivey, Ch 8	Confrontation Skills (Case Study Due)
10	12/10	Didactic Counseling Practice	Ivey, Ch 11	Influencing Skills (Reflection Paper Due) 12/15

Assignments for the Master of Divinity program:

1. Read assigned text.
2. Participate in all classroom activities.
3. Write a **Reflection Paper** (10-12 pgs/ min 3000 words) describing five things that you learned in the classroom experience. (See page 6 for details.) **Due Dec 15.**
4. Write a **case study** with a fictional client. (10-15 pgs/ min 3000 words) Include the following:
 - Client profile and brief psychological history.
 - The client’s presenting problem.
 - The counseling method(s) that you employed with this person.
 - The counseling techniques that you used.
 - Include a verbatim of the key points in the counseling process.
 - Include a description of your own inner process, as this person’s counselor.
 - Describe the outcome and/or termination of the counseling process.
 - Describe your overall assessment of the process both for the client and for yourself.
 - You can include experiences from your personal history. Be sure to disguise the client’s identity.
 - See page 6 for details.
 - **Due Dec 3.**
5. Prepare a **brochure** which presents and describes your spiritual counseling ministry. (See page 6 for details.) **Due Nov 19.**

Grading

Assignment	Possible Points	Meets Learning Objective
Classroom Practice	100	1
Reflection Paper	125	1, 3
Case Study	75	1, 3
Attendance & Class Participation	75	1, 3
Counseling Brochure	75	2

Final Grade Determination:

- 405-450 Points = A
- 360-404 Points = B
- 350-315 Points = C
- Below 315 Pts = F

Assignments for the Certificate program:

1. Read assigned text.
2. Participate in all classroom activities.
3. Write a **Reflection Paper** (10-12 pgs/ min 3000 words) describing five things that you learned in the classroom experience. (See page 6 for details). **Due Dec 15.**
4. Prepare a **brochure** which presents and describes your spiritual counseling ministry. (See page 6 for details). **Due Nov 19.**

Grading

Assignment	Possible Points	Meets Learning Objective
Classroom Practice	75	1
Reflection Paper	100	1, 3
Attendance & Class Participation	50	1, 3
Counseling Brochure	50	2

Final Grade Determination

250-275 Points = A
220-249 Points = B
190-219 Points = C
165-189 Points = D
Below 165 Pts = F

Directions for Reflection Papers

Write a Reflection Paper (10-12 pgs/ min 3000 words) describing, in detail, five things that you learned from your classroom experience. These can be from first-hand experience or from your observation of others. Please give specific examples of what you learned and how you learned it (while maintaining appropriate confidentiality). **Due Dec 15.**

(We recommend that you keep an ongoing journal of experiences and insights rather than waiting until the end of the term to reflect upon your learning experiences.)

Directions for Counseling Brochure

Create a brochure that would be suitable for distribution to a Unity congregation informing them of the availability of spiritual counseling in this ministry. Include information about the nature of spiritual counseling as well as all necessary details regarding confidentiality, fees, times available, etc. **Due Nov 19.**

Regarding the Case Study

The purpose of this paper is for the student to develop a sense of the complete counseling process as it might occur in pastoral ministry. The intention of this assignment is to provide a simulation of a counseling scenario that might possibly occur in your ministry.

Standards for Term Papers:

- Create a cover page which includes: Course name, instructor's name, date due and your name.
- Double space.
- Cite all direct quotes or references.
- Include a bibliography.
- Use APA standards for references and text citations.
- Number all pages.
- Indicate word count at end of paper.

Evaluation of the written assignment is based upon the following factors (in order of relative importance):

- Depth of knowledge and insight.
- Comprehensiveness of response.
- Clarity in communicating your ideas.
- Grammar, sentence structure, spelling. (Relaxed for ESL students.)

Papers which do not comply with assignment parameters will be returned, un-graded to the student. This paper may be resubmitted after revision. Late assignment penalty may apply. If any questions please see the instructor.

Evaluation of the counseling brochure is based upon the following factors (in order of relative importance):

- Comprehensiveness of information.
- Relevance of information presented.
- Clarity of ideas expressed.
- Grammar, sentence structure, spelling.
- Quality of graphics and aesthetic appeal.

Instructor Observation

The instructor may observe a classroom practice session at the request of the student. Instructor will provide written and verbal feedback as requested. Instructor's observations will not be included in determining the student's grade. (These observations will be conducted in the order in which they are requested.)

Attendance Policy

Due to the experiential nature of this course, attendance at every class is expected. If a student is absent there is no way to make up the missed experience.

Expectations of Students

- Students are expected to attend each class and to return from breaks on time. This is very important because tardiness will disrupt the timing of the scheduled counseling process.
- Students are expected to read the assigned texts and handouts. Assigned materials may be read before or after the classroom presentation.
- Students are expected to treat each practice session as if it were a "real" counseling session. This includes maintaining confidentiality and appropriate boundaries

- regarding all issues that may arise in these sessions. If there are questions in these regards, please consult with the instructor.
- Students are expected to behave in a manner that supports the educational process. This includes turning off all cell phones prior to entering the classroom.

Peer Evaluation

Since a portion of the final grade is determined by the observations of fellow students, we ask each student to make the agreement to be honest and within personal integrity when recording his/her observations. If any challenges arise in this regard, please see the instructor to discuss the matter.

Late Assignment Policy

Papers received after the due date may be assessed a penalty up to 3% per day or 22% per week.

Incomplete grades

Instructor has the option of assigning the grade of “I” (Incomplete) in situations involving serious illness or emergency. To receive the grade of Incomplete, a student must petition the instructor before the end of the course, stating the reasons for the incomplete grade. See student handbook for details.

Academic Honesty

Unity Institute assumes that all students desire to pursue their academic and transformational work with honesty and scholarly integrity. Cheating, plagiarism, facilitating academic dishonesty and misrepresentation of self or other students are prohibited. For further information about academic honesty, students are directed to review the Unity Institute Catalog and Student Handbook.

Special Concerns

If students have any special concerns and/or challenges that may affect their performance in this course, they are encouraged to speak with the instructor immediately so that any accommodations, if necessary, may be made.

Selected Bibliography

Clinebell, H. (1984) *Basic Types of Pastoral Care & Counseling: Resources for the Ministry of Healing & Growth* Nashville TN: Abingdon.

Kennedy, E. & Charles, S. (1991) *On Becoming a Counselor: A Basic Guide for Nonprofessional Counselors*. New York: Continuum.

Rowan, J. (2005) *The Future of Training in Psychotherapy and Counseling: Instrumental, Relational and Transpersonal*. NY: Routledge.

Stone, H. (2005) *Crisis Counseling*. Minneapolis MN: Fortress Press.

Sue D. W. et al. (1998) *Multicultural Counseling Competencies: Individual and Organizational Development*.

Taylor, K. (1995) *The Ethics of Caring: Honoring the Web of Life in Our Professional Healing Relationships*. Santa Cruz CA: Hanford Mead.