

SYLLABUS

Pastoral Counseling 02PT5350/01

August 30-November 29, 2022 ~ Tuesdays, 9:00am-12:00pm
Reformed Theological Seminary – Orlando

Instructor: **Rev. Mike Osborne**, Dean of Students

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Cell: 407-970-8847

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 grow in self-awareness, develop an understanding of the key principles of pastoral care, and acquire skills required for providing Christian care and follow-up. Numerous pastoral themes and practical challenges are addressed through outside reading, lectures, 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 – Read the latest editions of the following books and articles:

1. *Connecting with Self and Others*, by Miller, Wackman, Nunnally, and Miller
2. *The Emotionally Healthy Church*, by Peter Scazzero
3. *Instruments in the Redeemer's Hands*, by Paul D. Tripp
4. *The Elements of Counseling*, by Meier and Davis
5. Dan Allender article, "What's Wrong with Us?"
<http://www.leaderu.com/marshall/mhr04/wrong1.html>
6. 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

B. Recommended Reading (needed for Case Study Assignment, below)

Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations, by Kenneth L. Swetland

COURSE REQUIREMENTS:

A. Emotional/Spiritual Health Inventory Report: Due Friday, September 16, by 11:59pm

Each student is expected to complete the Emotional/Spiritual Health Inventory found in Peter Scazzero's book, *The Emotionally Healthy Church*. After completing the inventory, report your results using the form in the book (or a facsimile thereof) and write a two- to three-page (typed, double-spaced) paper in which you: (a) share insights you have gained about yourself through this inventory; (b) describe at least one action step you will take during this semester to improve in the weakest area of your emotional/spiritual health as indicated by this inventory; and (c) include in your action plan the name of an accountability partner and how you and this partner will plan to work together.

B. Experiential Learning Project: Due Saturday, October 22, by 11:59pm

Each student is expected to choose ONE of the following options:

OPTION 1: Visit a local place of human suffering or need and write a 3- to 5-page (typed, double-spaced) paper describing: (a) what you did, (b) what you asked, (c) whom you met, (d) how you felt during the experience, (e) what you learned about yourself, and (f) how the experience might inform your approach to pastoral counseling. The point of this exercise is to be personally impacted by the experience and better understand the challenges faced by a significant segment of society. **Students should submit their Experiential Learning Project proposal via email for the Instructor's approval and feedback before proceeding.** You can consider doing something like the following:

- Visit a nursing home or assisted living facility, 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 at least half a day.
- 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.
- Visit a homeless shelter or help at a soup kitchen, and interview a homeless person.

Students are encouraged to use creativity and take initiative to come up with a project that exposes them to the real struggles of others. This is not an academic exercise. Your paper must reflect personal engagement and sincere effort to see yourself and the suffering of others in a new light. Do not use up space in your paper describing the history, organization, and activities of the place you visit. Focus instead on your personal experience, feelings, and insights for future ministry.

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, organization, and effort shown.

C. Case Study Project: Due Saturday, November 19, by 11:59pm

The book, *Facing Messy Stuff in the Church* by Kenneth L. Swetland, 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 containing thorough, thoughtful answers to the questions listed at the end of each chapter. The paper should also include a tentative pastoral care plan the student might implement for each situation.

D. Reading Report: Due Saturday, December 3, by 11:59pm

Each student is expected to finish the Required Reading before the end of the semester. Students will be graded based on a self-report according to the following rubric:

| | |
|--|--|
| | Percentage of each book or article read |
| | Read by the deadline of December 3, 2022 (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 deadline stated above.

E. Reading Reflection Paper: Due Monday, December 5, by 11:59pm

Each student is expected to write a 6- to 8-page reflection paper (typed, double-spaced) about the four textbooks (not the two articles) on the Required Reading list (max. 2 pages per book). Your paper should contain brief answers to the following questions: (a) In one sentence, how would you summarize each book? (b) What were (for you) the three most impactful ideas, statements, or principles in each book? These can be stated in bullet points. (c) What is one practical way you might implement each of those three impactful ideas in your pastoral care ministry?

F. Saturday Morning Retreat: Date and location TBA

The class will go on an off-campus retreat one Saturday during the semester (8:30am-12:30pm). All students in the class are expected to attend and participate. The goal of the retreat is to experience growth in relationships and self-awareness while learning pastoral counseling principles.

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 graded 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 Paper | 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: Fall 2022 Professor: Mike Osborne

| <u>MDiv* Student Learning Outcomes</u> <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> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i> | | <u>Rubric</u> ➤ Strong ➤ Moderate ➤ Minimal ➤ None | <u>Mini-Justification</u> |
|---|---|---|---|
| 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. | 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. |

