



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **P425 Pastoral Care and Counselling**

3 credits. Prerequisites: P221 Introduction to Pastoral Life and Leadership.

**September 7 -11, 2020**

Module A

Monday-Friday, 9am-4pm

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*I'm not just a professional; I'm an extension of the love of Christ, a channel of his grace. — ROBERT J. MORGAN*

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*Please note: This module requires reading and presentation preparation before the module.*

### **Course Content and Goals**

#### **Course Description**

A study of key issues and methods for pastoral care and counselling. Students will gain the foundational skills to address specific issues such as following up with visitors and absentees, preparing for and performing of marriage ceremonies, making hospital visitations, preparing for funerals and ministering to grieving families and counselling those with substance abuse, family conflict, and other issues. Students will also engage in the self-examination necessary to prepare themselves to be a healthy pastoral caregiver.

#### **Relationship to Horizon's Mission**

Pastors will find themselves in the role of a counselor whether they feel competent or not. Counselling activity remains a part of the pastor's life regardless of how specialized the organized church and society at large become. Our people want real answers that are biblically sound and delivered competently.

#### **About the Instructor**

Dr. Bruce Pringle was the Director/counsellor for 25 years for Christian Counselling and Adoption Services in Saskatoon. He also served as adjunct faculty at Briercrest College and Seminary. He was a sessional lecturer of Education Psychology at the University of Saskatchewan as well as an English teacher at Saskatoon Collegiate. Bruce was the Coordinator of Counselling and Follow Up for the North America Billy Graham Evangelistic Association.

Currently, Bruce is the Director of Dynamic Growth Consulting where he is involved in teaching, counselling, holding seminars, and consulting with leadership personnel. He is also a part-time Spiritual Care Pastor.

### **Course Competencies and Learning Outcomes**

To demonstrate competency in *Spiritual Maturity* students will:

1. Prepare themselves for pastoral care by examining their own personal struggles and making decisions to move toward healing.
  - *Assessment:* Study Manual Activities.
2. Identify and explain how one can depend on the Holy Spirit in pastoral care and counselling.
  - *Assessment:* Quiz.

To demonstrate competency in *Ministry Development* students will:

3. Explain key issues in pastoral care and counselling.
  - *Assessment:* Presentation, Interview Report.
4. Practice with professionalism the foundational skills necessary for godly and competent pastoral care and counselling (e.g., assessing problems, empathizing, listening, referencing appropriate Scriptures, and prayer).
  - *Assessment:* Presentation.
5. Identify key scriptures that are beneficial for pastoral care and counselling in various situations.
  - *Assessment:* Interview Report, Presentation.
6. Plan for ad hoc pastoral care functions (e.g., marriage ceremonies, funerals, hospital visitation).
  - *Assessment:* Funeral Plan, Quiz.

Therefore, the following areas of competency development apply to this course:

- *Spiritual Maturity* is demonstrated by participating in and modeling a vibrant relationship with the triune God, practicing core spiritual disciplines, exercising spiritual gifts for the benefit of others, and remaining committed to lifelong spiritual formation, resulting in ever-increasing Christ-likeness (see Learning Outcomes #1 and #2).
- *Ministry Development* is demonstrated by a capacity for advancing ministries with an awareness and use of effective ministry models for engaging with and equipping others in worship, witness, discipleship, care, and service to the world (see Learning Outcomes #3-6).

### **Course Work**

#### **Required Readings**

*Nelson's Minister's Manual, NKJV.* Nashville: Thomas Nelson, 2003. ISBN: 9780785250890.

Pringle, Bruce. *Healing for the Heart and the Spirit.* Victoria, B.C.: Friesen Press, 2013.

Pringle, Bruce. *Healing for the Heart and the Spirit – Study Manual.* Bruce Pringle, 2017.

Wolfelt, Alan. Center for Loss & Life Transition. [www.centerforloss.com](http://www.centerforloss.com), 2011.

\*\*The Pringle textbook and study manual are available for purchase at the administration office.

\*\*Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### **Recommended Resources**

\*\* Collins, Gary. *Christian Counseling: A Comprehensive Guide*. Third edition. Nashville: Thomas Nelson, 2007.

**NOTE:** Although Collins' book will not be a required reading, it will be used as a resource for your class presentations. A copy will be on reserve in the library and the chapters necessary for your presentation will be made available to you electronically. The Adjunct Faculty Advisor will facilitate this process.

### **Course Assignments and Activities**

**Portfolio Components.** *Funeral Plan*. This assignment must be edited and submitted to the Ministry Development *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

#### ***Pre-Module & Module Assignments***

##### ***1. Pre-Module Reading.***

Read the first two (2) chapters of Pringle's book.

- **Due date:** September 7, 2020 at 9am.

##### ***2. Presentation.***

In his text *Christian Counseling*, Gary Collins addresses many issues that people in our churches struggle with every day. The book chapter titles are available on Populi under the Lesson "Presentation Choices" and on a forthcoming Populi dashboard post. You are to choose one of the issues from Chapters 8 to 27. Email the Adjunct Faculty Advisor ([schristianson@horizon.edu](mailto:schristianson@horizon.edu)) before the first day of class, declaring your top 3 choices for the presentation. The Adjunct Faculty Advisor will give you a PDF of the chapter you choose on Populi under the assignment "Presentation." Since there is only one presentation per topic, to ensure you get your top choice, send your email sooner rather than later.

Prepare a 10-minute sermon or teaching lesson and present it to the class. Explain what the issue is and explain how to counsel someone through the issue, referring to key scriptures you may use to counsel someone through this issue. The final 5 minutes of the presentation will involve you practicing your counselling skills on a fellow student, who will role-play that they are struggling with the chosen issue (e.g., A fellow student will pretend to struggle with anorexia and you must counsel them through this problem). Make sure to use key scriptures in this counselling role-play.

Submit a manuscript copy of your presentation (4-5 pages) and an outline of your presentation (1/2-1 page) prior to presenting. Also, post your presentation outline under the Discussion “Presentation Outlines” on Populi.

- Related learning outcome(s): # 3, #4 and #5.
- **Assignment Length:** 10 minutes of presentation, 5 minutes of role-play. **Due date:** Presentations begin on Thursday, September 10.

### ***Post-Module Assignments***

#### ***3. Quiz.***

You should study for this quiz for a couple of hours, and it should take you about one hour to complete. This short answer quiz is available on Populi under the Lesson “Quiz.” Download this Word document, complete, and submit on Populi. **DO NOT** use any class notes, textbooks, or other resources in writing this quiz. Your answers for each question should be about one (1) paragraph.

This quiz will be based on what you learned during the course. There will be one question about the role of the Holy Spirit in pastoral care and counselling. The other questions will focus on practical application of topics you learned about in the course.

- Related learning outcome(s): # 2 and #6.
- **Assignment Length:** 1 paragraph/question. **Due date:** September 14, 2020.

#### ***4. Interview Report.***

Choose one pastor for an interview. The purpose of this assignment is to assess the work dynamics, counselling approaches, and community resources used by a pastoral care and counselling professional. The student will compare, contrast, and complement the dynamics, approaches, and resources discovered in the interview with those learned through the course material. See Guidelines for the interview in Appendix A.

- Related learning outcome(s): #3 and #5.
- **Assignment Length:** 6-7 pages. **Due date:** September 24, 2020.

#### ***5. Funeral Plan.***

Students will be required to:

- a) Visit Alan Wolfelt’s [centerforloss.com](http://centerforloss.com) for a few hours and do a review of his clinic by sharing 5 or 6 key points that will be helpful in ministry as you care for the sick and dying (1/2-1 page).
- b) Write out a funeral plan. Explain what you will do from the moment you first hear about the death through to the burial, and include a basic outline of the message you will deliver at the funeral (about 4 pages).

Use Nelson’s Minister Manual as a source. You may include other sources as helpful. Please refer to the “Funeral Planning Checklist” Lesson on Populi.

- Related learning outcome(s): #6.
- **Assignment Length:** 4-5 pages. **Due date:** October 5, 2020.

### 6. Study Manual Activities.

This assignment continues from your pre-course reading. This assignment is your personal journey through *Healing for the Heart and the Spirit* (book and study manual). Using Pringle's study manual, you will explore many dimensions of the analysis and counselling of suffering individuals. There will be times when you will be asked to personalize a certain issue. In pastoral counselling, we must not expect our parishioners/clients to go deeper or work harder than we are prepared to do ourselves. This assignment requires you to fill in your answers on 6 of the 10 chapters you choose on the Manual PDF, available on Populi under the Lesson "Study Manual Document". You can choose which 6 chapters you would like to complete. The hard copy of the Manual is to use in your counselling ministry. **Note:** In order to complete this assignment on time, you will need to begin the assignment as soon as possible.

- Related learning outcome(s): #1.
- **Assignment Length:** 6 chapters of the manual. **Due date:** October 14, 2020.

#### **Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hrs	Sept. 7-11
1. Pre-Module Reading	1.5hrs	Sept. 7 at 9am
2. Presentation	14 hrs	Sept. 10
3. Quiz	3 hrs	Sept. 14
4. Interview Report	15 hrs	Sept. 24
5. Funeral Plan	13 hrs	Oct. 5
6. Study Manual Activities.	18 hrs	Oct. 14
Total=	94.5 hrs	

### **Assessment Rubrics**

Rubrics will be available under the Lesson "P425 Assessment Rubrics" by the first day of class.

### **Course Outline**

Note: Although I have not specified definite times for Case Studies, students will be involved in a diversity of them throughout each day. The outline below is a simple guide for the week; however, I will make changes as necessary.

#### Monday, September 7, 2020

1. Introduction of Class with review of Syllabus
2. Counselling is a ministry – 2 Cor. 4:1-11
3. The Prepared Counselor – The Holy Spirit, Scriptures, etc.  
\*Case study – A counselling format will be given.
4. Characteristics of Good Mental, Emotional and Spiritual Health of the Pastoral Counselor
5. Unique Stresses in Counselling

#### Tuesday, September 8, 2020

6. Human Needs of the Whole Person
7. Counselling Goals, Principles and Answers for Pastors

- 8. The Real Picture in Biblical Counselling
- 9. Ministry to the Fearful
- Wednesday, September 9, 2020
- 10. Ministry to those with Low Self Esteem
- 11. Marriage - Pre-Marital Counseling
- 12. **Counselling Presentations in P.M.**

Thursday, September 10, 2020

- 13. Marriage Counselling and highlighting the Ceremony
- 14. Follow up Ministry
- 15. Hospital Ministry
- 16. **Counselling Presentations**

Friday, September 11, 2020

- 17. Ministry to the Grieving – 7 Signs of Suicide
- 18. **Counselling Presentations**
- 19. Understanding the ministry of Emotional Healing
- 20. Depending on time remaining other Counselling issues will be considered.

- First submissions of assignments will not be accepted after Friday, October 16.

<u>Date</u>	<u>Revisions Due</u>
Monday, October 19, 2020	Resubmissions of <i>Presentation</i> and <i>Quiz</i> (as necessary)
Tuesday, October 20, 2020	Resubmissions of <i>Interview Report</i> and <i>Funeral Plan</i> (as necessary)
Wednesday, October 21, 2020	Resubmissions of <i>Study Manual Activities</i> (as necessary)
Thursday, October 22, 2020	Secondary resubmissions (as necessary)
Friday, October 23, 2020	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after Friday, October 23.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning	D+	1.3	57-59
			D	1.0	53-56

		outcomes.	D-	0.7	50-52
			F	0.0	0-49

### **Academic Honesty**

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### **Disability Services Information**

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Campus Health Policy**

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While

you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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APPENDIX A:  
GUIDELINES FOR INTERVIEW OF A PASTOR RE: PASTORAL COUNSELING

Goal

- To personalize your awareness of the role of Counseling in Pastoral Ministry

Assignment

- Interview one Pastor and submit a written report

Guidelines

- Follow these guidelines carefully:
  1. Prepare your questions and your method for note-taking in advance (e.g., clipboard to take written notes during interviews, audio recorder, do not take video).
  2. Select ONE pastor who has been in vocational ministry for at least 8 to 10 years.
  3. Check with class members to see if others are planning to interview the same pastor.
    - If so, do your best to set up just one interview that all students can attend at the same time
  4. Arrange for appointments to interview each of the pastors.
    - Ask for 40 to 50 minutes of their time
    - Email the pastor your list of questions in advance so they can mentally prepare for the session and more actively participate in the structured flow of your questions
  5. Use your time effectively to maximize the information you can get from the interviews.
    - Watch the clock to ensure that you get through your list of questions.
  6. Make good notes (or audio for later transcribing) for use in writing your report.

Suggestions for Questions

You should use all of the following questions but also be free to add more of your own questions as well:

1. How many years have you been a pastor?
2. How important is it for a pastor to be available for pastoral counseling?
3. How much counseling do you do as a pastor, and what kinds of counseling are the most common that you do?
4. In what ways has the counseling side of your ministry changed over the years? (e.g., increased, decreased, different needs, etc.)
5. What do you consider to be the core or essential skills that a pastor needs in order to counsel effectively?
6. To what extent do you feel that you are adequately trained (have the skills) to do counseling as a pastor?
  - For what specific areas do you feel adequate? Inadequate?
7. How would you describe your model(s) or approaches to methods of pastoral counseling?
  - Are there any specific secular and/or Christian counseling approaches that appeal to you?
  - In what ways do you use your Christian resources (e.g., the Word, prayer, etc.)?
8. How long is a typical counseling session?
9. How do you structure a typical counseling session?

- What do you do?
  - How firm and/or fluid is the flow of your typical sessions?
10. To what extent do you give counselees 'homework' to do between sessions?
    - If so, what kind of homework?
  11. How long (number of sessions) do you typically spend with the same person(s)?
    - What is the maximum number of sessions?
  12. Can you speak to the issues of boundaries and potential dangers in pastoral counseling?
  13. How and when do you decide to refer someone to other more specialized help?
  14. Is there anything else you would like to share to help me (us) to understand the role of counseling in a pastor's ministry?
  15. What are some key scriptures that you use in pastoral care and counselling?

### Written Report

- From your interview notes, prepare a written report that summarizes what you have learned about the role of counseling in this pastor's ministry.
- Also include some summative commentary about what your interviews (and subsequent reflection) have taught you about pastoral counseling beyond the specific details of the pastor.
- List key scriptures that the pastor would use in counselling and pastoral care and in what settings.
- Length of report: 6 to 7 pages