



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.

 On Campus **'A'** Live-Stream  Video on Demand

October 30-November 3, 2023

Module B

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

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

Course 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 continues to be involved in the spiritual care of his church and community.

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, 2011.

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

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. 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 on the [DTL](#).

Course Assignments and Activities

Pre-Module & Module Assignments

1. Pre-Module Reading.

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

- **Due date:** October 30, 2023 at 9am.

2. Presentation (25%).

In his text *Christian Counseling*, Gary Collins addresses many issues that people in our churches struggle with every day. You are to choose one of the issues from Chapters 8 to 27. You can see the Table of Contents [here](#). Email the professor before the first day of class, declaring your top 3 choices for the presentation, and he will confirm your chosen topic. Since there is only one presentation per topic, to ensure you get your top choice, send your email sooner rather than later. To access your chapter, use the copy on reserve in the library or on the [DTL](#).

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 for your classmates to see.

VOD students will submit a video recording of them presenting on a topic. Ideally, it will be an actual presentation to a group of people (e.g., to a youth group, to board members, to a Sunday school class, as a sermon). Given the different possible contexts for the presentation, the presentation does not need to include role playing and the presentation may be longer than the in-class presentations, which are 10-15 minutes. Students should submit their recording via a link to YouTube, OneDrive, Google-Drive, etc., rather than uploading the file directly to Populi.

VOD students will also need to complete the role-playing exercise by using a volunteer instead of a fellow student. See above for more details. Students should submit their 5-minute recording via a link to YouTube, OneDrive, Google-Drive, etc., rather than uploading the file directly to Populi.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide (*manuscript*).
 - Submit a manuscript to Populi.
 - Submit an outline for your classmates under the Discussion “Presentation Outlines” on Populi prior to presenting.
 - Engage the audience with the subject and speak clearly, make use of handouts, and use good eye contact with limited use of notes.
- Related learning outcome(s): # 3, #4 and #5.
- **Assignment length:** 10 minutes of presentation, 5 minutes of role-play.
- **Due date:** Presentations begin on November 1.

Post-Module Assignments

3. *Quiz* (15%).

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.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
- Related learning outcome(s): # 2 and #6.
- **Assignment length:** 1 paragraph/question.
- **Due date:** November 10, 2023.

4. Interview Report (20%).

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.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Use the guidelines as provided in Appendix A.
 - Include basic details about the pastor in introduction (name, years in ministry).
- Related learning outcome(s): #3 and #5.
- **Assignment length:** 6-7 pages.
- **Due date:** November 20, 2023.

5. Funeral Plan (20%).

Students will be required to:

- a) Visit Alan Wolfelt's 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.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Incorporate the Funeral Planning Checklist and cite Nelson's *Minister Manual*.
- Related learning outcome(s): #6.
- **Assignment length:** 4-5 pages (1/2-1 page for Part A; 4 pages for Part B).
- **Due date:** December 1, 2023.

6. Study Manual Activities (20%).

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:** December 7, 2023.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same and different* assignment due dates as in-class students. Here are adjusted due dates for VOD students:
 - Pre-module Reading: same due date as other students
 - Presentation: due November 21
 - Quiz: due November 24
 - Interview Report: due November 30
 - Funeral Plan: due December 4
 - Study Manual Activities: same due date as other students
- According to the schedule below, VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module.
 - Day 1 Lectures and Report due November 2 at 11:59PM
 - Day 2 Lectures and Report due November 6 at 11:59PM
 - Day 3 Lectures and Report due November 10 at 11:59PM
 - Day 4 Lectures and Report due November 14 at 11:59PM
 - Day 5 Lectures and Report due November 17 at 11:59PM
- After the student finishes watching all of the lectures for the course, he or she has the opportunity to meet with the professor on Zoom to discuss any pressing questions that they have. Students can contact the professor to set up a time to meet.
- According to the schedule above, VOD students will submit a ½ page for each case study that groups discuss in class (e.g., if groups in class discuss 3 case studies one day, the students will submit a total of 1.5 pages for that day's VOD report). Your professor will give you feedback.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	Oct 30-Nov 3	Assignment
1. Pre-Module Reading	1.5hrs	Oct 3 at 9am	Weighting
2. Presentation	14 hrs	Nov 1	25%
3. Quiz	3 hrs	Nov 10	15%
4. Interview Report	15 hrs	Nov 20	20%
5. Funeral Plan	13 hrs	Dec 1	20%
6. Study Manual Activities	18 hrs	Dec 7	20%

Total=	94.5 hrs	
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Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

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

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

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

10. Ministry to those with Low Self Esteem
11. Marriage - Pre-Marital Counseling
12. **Counselling Presentations in P.M.**

Thursday

**Chapel is from 10:50am-12:05pm.*

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

Friday

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, December 8.

<u>Date</u>	<u>Revisions Due</u>
*Thursday, November 30, 2023	Resubmissions of Quiz (as necessary)
Monday, December 11, 2023	Resubmissions of <i>Presentation</i> and <i>Interview Report</i> (as necessary)
Tuesday, December 12, 2023	Resubmissions of <i>Funeral Plan</i> (as necessary)
Wednesday, December 13, 2023	Resubmissions of <i>Study Manual Activities</i> (as necessary)
Thursday, December 14, 2023	Secondary resubmissions (as necessary)
Friday, December 15, 2023	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after Friday, December 15.

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 on Populi 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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