



The REACH Program of Trinity International University

PSY 375: Christian Counseling

Version 3.1

“Blessed be the God and Father of our Lord Jesus Christ,
the Father of mercies and God of all comfort, who comforts us in all our affliction,
so that we may be able to comfort those who are in any affliction,
with the comfort with which we ourselves are comforted by God.”

2 Corinthians 1:3-4 (ESV)

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I. Course Overview

Counseling – it is a word that is often misunderstood and misused. Most people think about counseling as one person giving advice, while the other person passively absorbs the information. Although that may be appropriate at times, the act of giving counsel is very much an active process on both sides. The most important part of good counseling is not only the information passed from one person to another, but also the relationship between them. What happens to enhance or disrupt that relationship will often determine whether the counseling process will ultimately succeed or fail.

In this course we will attempt to learn the characteristics of an effective Christian counseling relationship. The idea of what it means to be a uniquely Christian counselor will also be discussed throughout the course. There is nothing easy or formulaic about the complexity of peoples' problems. This inevitably forces those on both sides of the counseling process to be attentive to the basics and nuances of effective communication. With this in mind, we will use some of our classroom time to examine our own people-helping skills.

We will not adopt any one counseling approach, but rather focus on enhancing awareness about specific issues, populations, and ourselves. Our hope is that by the end of this course you will be able to understand and apply these concepts with greater confidence and wisdom – both in your own life and with those you counsel.

II. Course Materials

1. Required

- a. Jones, I. F. (2006). *The counsel of heaven on earth*. Nashville, TN: Broadman & Holman. ISBN: 0805443436.
- b. Clinton, T., Hart, A., & Ochsclager, G. (Eds.). (2005). *Caring for people God's way: Personal and emotional issues, addictions, grief, and trauma*. Nashville, TN: Thomas Nelson. ISBN: 1418508942.
- c. The Bible (either the NIV, ESV, NASB, RSV, NRSV, or TNIV)

2. Recommended

- a. Hacker, D. (2008). *A Pocket Style Manual (5th ed.)*. Boston, MA: Bedford/St. Martin's. ISBN 0-312-45275-6.

III. Course Policies

1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style (please consult *A Pocket Style Manual* listed above). This includes:

- APA Title Page (including a running header and page number)
- In-text Citations (with author(s), date, and page number (if applicable))

Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person's work or ideas.

- References Page (it is not called a "bibliography")
- One Inch Margins
- 12 Point Font
- Double Spaced

Failure to use and cite others' work or ideas properly will lead to charges of academic dishonesty. See below for more information.

2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another's student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an "F" for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

3. Late Work

All assignments must be turned in on or before the date they are due. Late work will not be accepted unless the student requests an extension prior to the deadline and the instructor grants the request. There may also be a substantial penalty for late work. An extension on the time needed to submit final course requirements will be granted only in unusual circumstances and if the instructor and the Dean grant the request

4. Basic Writing and Speaking Proficiency

The REACH Program expects you to maintain basic standards of writing and speaking proficiency. If you believe you need support in one or both areas, please contact your academic advisor and/or use the resources in the following section.

IV. Academic Resources

1. *Footnotes* Writing Lab

Tutoring assistance, free of charge – 847-317-6982.

V. Course Objectives

“At the end of this course, the students will be able to...”

1. Outline and analyze the biblical foundations and principles of Christian counseling
2. Identify the knowledge, character, and skills of effective Christian counselors and evaluate their own development in light of these findings
3. Identify and explain the goals, traits, stages, and plan for Christian counseling
4. Explain the ethical guidelines of counseling and apply them in a variety of contexts
5. Demonstrate basic counseling skills (such as attending and empathic communication) and evaluate their own and others' competency in these areas
6. Outline the psycho-social and spiritual dynamics of addictions and impulse control problems, grief and trauma, and a variety of other personal and emotional issues

VI. Course Requirements

1. In-class Participation (30 points)
2. “Questions and Exercises for Reflection” at the end of the chapters in Jones' *The Counsel of Heaven on Earth* (90 points)
3. Counseling Issue Papers (120 points)
4. Applied Learning Paper (70 points)

Total Points = 310

VII. Grading Scale

Your final course grade will be based on the total number of points that you earn throughout the course:

Percentage	Grade
98-100	A+
94-97	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

VIII. Course Schedule

Unit One

Assignments Due for Session #1:

1. Read Clinton: Chapters 1, 2
2. Read Jones: Chapters 1, 5, 10. Complete the “Questions and Exercises for Reflection” at the end of chapters 5 and 10 (20 points).

Objectives and Outline for Session #1:

Objectives

“At the end of this session, the student will be able to...”

1. Identify and analyze misconceptions about the nature of Christian counseling
2. Define, compare, and contrast the following: clinical counseling vs. pastoral counseling and secular counseling vs. Christian counseling
3. Identify the knowledge, character, and skills of effective Christian counselors and to evaluate his or her development in light of these findings
4. Explain the nature, importance, and application of Christian love in the context of a variety of counseling contexts

Class Outline

1. Opening prayer and/or devotion
2. Instructor/Student Introductions
3. Exchange Information
The instructor will give you his or her phone number(s) and mailing address. You should use Trinity’s GroupWise system to contact your instructor via email. Your instructor will use GroupWise to send you email as well, so please check your account on a regular basis.
4. Review (1) Course Overview, (2) Course Objectives, and (3) Course Requirements. Students should review the remaining sections of the syllabus on their own.
5. Complete the “Agree-Disagree Statements” (under Course Documents) individually, then discuss as a class. Identify and discuss misconceptions about the nature of Christian counseling.
6. Define, compare, and contrast the following – first in small groups, then as a class:
 - a. Counseling vs. Therapy
 - b. Clinical Counseling vs. Pastoral Counseling
 - c. Secular Counseling vs. Christian Counseling
7. Review and apply the main concepts in Clinton ch. 2, highlighting especially the importance of the final two categories below:
 - a. Foundations of Christian Counseling
 - b. Roles and Characteristics of Effective Counselors
 - c. Motivations for Becoming a Counselor (healthy and unhealthy)
 - d. Personality and Spirit
 - e. Interpersonal Environment

- f. Core Skills in Counseling Care
 - g. Pitfalls and Ineffective Care
 - h. Mistakes in the Process of Counseling
8. Review various discussion questions from Jones' "Questions and Exercises for Reflection" as time permits.
 9. Review assignments that are due for next session
 10. Q & A
 11. Closing prayer
 12. Turn in all assignments to your instructor.

Unit Two

Assignments Due for Session #2:

1. Read Clinton: Chapters 3, 4
2. Read Jones: Chapters 2, 3, 7. Complete the “Questions and Exercises for Reflection” at the end of chapters 3 and 7 (20 points).
3. Complete Reflection Paper #1: “Assessing My Strengths and Weaknesses as a Counselor” (30 points)

Objectives and Outline for Session #2:

Objectives

“At the end of this session, the student will be able to...”

1. Identify, analyze, and synthesize the characteristics of Jesus’ style of relating
2. Explain, analyze, and evaluate the differences between Nouthetic counseling and Christian counseling
3. Outline and examine the biblical foundations and principles for Christian counseling
4. Explain the mechanics and importance of basic communication skills – both verbal and nonverbal

Class Outline

1. Opening prayer and/or devotion
2. Discuss Reflection Paper #1 – first in small groups, then as a class.
3. Discuss “Jesus’ Style of Relating” (under Course Documents) – first in small groups, then as a class.
4. Review and apply the main concepts in Clinton ch. 3 (and Jones chs. 2 and 3):
 - a. Nouthetic/Biblical Counseling vs. Christian Counseling
 - b. A Model for Christian Churches (by Larry Crabb)
 - c. Biblical Principles in Counseling Theory and Practice
 1. Scripture
 2. Creation and the Image of God
 3. Fall
 4. Redemption in Christ
 - d. Questions for the Client
 1. Current Location, Problem Definition
 2. Goal, Destination, or Solution
 3. Plan for Change
5. Lecture: Basic Attending Skills (S.O.L.E.R.) and Their Importance
 - a. Square
 - b. Open
 - c. Lean
 - d. Eye Contact
 - e. Relaxed
6. Review various discussion questions from Jones’ “Questions and Exercises for Reflection” as time permits.
7. Review assignments that are due for next session

8. Q & A
9. Closing prayer
10. Turn in all assignments to your instructor.

Unit Three

Assignments Due for Session #3:

1. Read Clinton: Chapters 6, 11, and any one additional chapter from 7-10
2. Read Jones: Chapters 4, 8. Complete the “Questions and Exercises for Reflection” at the end of chapters 4 and 8 (20 points).
3. Complete Reflection Paper #2: “Addressing an Issue for Personal Growth” (30 points)

Objectives and Outline for Session #3:

Objectives

“At the end of this session, the student will be able to...”

1. Identify and explain the goals, traits, stages, and plan for Christian counseling
2. Outline and explain a ten-step plan for conducting Brief Christian Therapy and to demonstrate how that plan can be applied to issues such as anger management
3. Examine the nature and importance of forgiveness as an essential component of healing and emotional development
4. Explain the mechanics and importance of empathic communication
5. Practice empathic communication skills and critique one another’s performance

Class Outline

1. Opening prayer and/or devotion
2. Discuss Reflection Paper #2 – first in small groups, then as a class.
3. Review and apply the main concepts in Clinton ch. 4:
 - a. Motivation from the Client’s Perspective
 - b. Christian Counseling Goals
 - c. Seven Synthesizing Traits
 - d. A Seven-step Process
 - e. The Outline of Brief Christian Therapy

Note: Use “Managing Your Anger” or another chapter from Clinton chs. 7-10 to provide concrete examples of what this process would look like in real life:

 1. First Contact
 2. Trust Building and Beginning Assessment
 3. Life-enhancing Goal Setting
 4. Comprehensive & Diagnostic History-taking
 5. Treatment Planning and Ongoing Prayer
 6. Working from the Therapeutic Frame
 7. Working with Client Resistance and Dependency
 8. Working through Your Lapses and Frustration
 9. Managing Ethical Tasks and Dilemmas
 10. Terminating Treatment
- f. Documentation

4. Lecture: Empathic Communication

You () _____, because you () _____.

desire	desire
think	think
feel	feel
behaved	behaved
decided	decided
	experienced

5. Practice attending skills and empathic communication – first as a large group, then in small groups.
6. Review various discussion questions from Jones' "Questions and Exercises for Reflection" as time permits.
7. Review assignments that are due for next session
8. Q & A
9. Closing prayer
10. Turn in all assignments to your instructor.

Unit Four

Assignments Due for Session #4:

1. Read Clinton: Chapters 12, 16, and any one additional chapter from 13-15
2. Read Jones: Chapters 6, 9. Complete the “Questions and Exercises for Reflection” at the end of chapters 6 and 9 (20 points).
3. Complete Reflection Paper #3: “Counseling Difficult Populations” (30 points)

Objectives and Outline for Session #4:

Objectives

“At the end of this session, the student will be able to...”

1. Outline the psycho-social and spiritual dynamics of addictions and impulse control problems, such as sexual addiction or eating disorders
2. Identify and analyze the principles of effective suicide intervention
3. Examine the theological significance and roles of Jesus Christ and the Holy Spirit in the process of Christian counseling

Class Outline

1. Opening prayer and/or devotion
2. Discuss Reflection Paper #3 – first in small groups, then as a class.
3. Review and apply the main concepts in Clinton ch. 12:
 - a. Symptoms and Etiology of the Addict
 - b. Assessment and Diagnosis
 - c. Multifaceted Addiction Treatment
 - d. Restoration and Relapse
4. In light of the concepts in Clinton ch. 12, discuss one of the chapters from Clinton chs. 13-15 in more detail – including definitions, etiology (causation), assessment, and treatment.
5. In light of the concepts in Clinton ch. 16, discuss principles for suicide intervention – first in small groups, then as a class. Your instructor may invite several students to participate in a role play to illustrate the dynamics of crisis intervention.
6. Review various discussion questions from Jones’ “Questions and Exercises for Reflection” as time permits.
7. Review assignments that are due for next session
8. Q & A
9. Closing prayer
10. Turn in all assignments to your instructor.

Unit Five

Assignments Due for Session #5:

1. Read Clinton: Chapter 5, 17 and any one additional chapter from 18-20; skim the “Appendices: Counseling Forms”
2. Read Jones: Chapter 11. Complete the “Questions and Exercises for Reflection” at the end of chapter 11 (10 points).
3. Read “The Case of the Vulnerable Pastor” and be prepared to discuss in class.
4. Complete Reflection Paper #4: “Counseling Ethics” (30 points)
5. Begin working on the Applied Learning Paper (ALP) – due one week after Session #5. See the explanation for the ALP under “Course Documents” and the handout “Criteria for Evaluating Written Work” to guide you through the process.

Objectives and Outline for Session #5:

Objectives

“At the end of this session, the student will be able to...”

1. Identify, examine, and analyze the ethics of Christian counseling
2. Evaluate a pastoral counseling scenario in light of a prescribed ethical framework
3. Identify and analyze the principles of effective grief counseling

Class Outline

1. Opening prayer and/or devotion
2. Discuss Reflection Paper #4 – first in small groups, then as a class.
3. Discuss “The Case of the Vulnerable Pastor” – first in small groups, then as a class.
4. Review and apply the main concepts in Clinton ch. 5:
 - a. Above All, Do No Harm
 - b. Supervision and Training in the Church
 - c. Consultation and Referral
 - d. Informed Consent for Church-based Counseling
 - e. Multiple Clients
 - f. Confidentiality and Its Exceptions
 - g. Dual and Multiple Relations in Church-based Counseling
 - h. Sexual Misconduct
 - i. Ending Counseling
 - j. Values Conflicts
5. In light of the concepts in Clinton ch. 17, discuss principles for counseling people through grief and trauma – first in small groups, then as a class. Your instructor may ask you to apply those principles to one of the chapters in Clinton chs. 18-20.
6. Review “Appendices: Counseling Forms” as time permits.
7. Review various discussion questions from Jones’ “Questions and Exercises for Reflection” as time permits.
8. Review final assignment: ALP (due one week from this class session)
9. Q & A
10. Closing prayer
11. Turn in all assignments to your instructor.

IX. Course Documents

Unit One Documents

Agree-Disagree Statements (In-class activity)

Agree	Disagree	
		Competent counseling is primarily about giving sound biblical advice.
		When a person becomes a Christian, prior emotional problems are automatically healed by the presence of the Holy Spirit residing in that person.
		The primary skill of a good counselor is confrontation.
		If a person's spiritual life is stable, their emotional life will also be stable.
		As Christian people-helpers, we should emphasize truth and objective reality over feelings and self-awareness.
		A competent counselor is one who is well-read on the common problems and interventions, uses Scripture to substantiate all advice, and has theological training.
		A sign of a compassionate people-helper is one who will sacrifice his or her time to whatever degree necessary to help another person in need.
		Pastoral counselors are unique in that they are not bound by the same issues of confidentiality as professional counselors would be when discussing someone's personal problems.
		A person who is drawn to helping people (or whose spiritual gift is "mercy") is a perfect candidate for a counseling or people-helping profession.
		Most, if not all, mental illness is caused by the person having engaged in some type of sin.
		Psychology has little, if anything, to offer a Christian counselor who bases their counsel on the Bible.
		A competent and confident pastoral counselor should only have to refer the most severe cases to an outside clinical therapist.
		A person who is chronically depressed is not trusting God enough for the help He is willing to give.

Unit Two Documents

Reflection Paper #1: Assessing My Strengths and Weaknesses as a Counselor

Assume that you are in a ministry context where you counsel others on a regular basis – whether formally or informally. Using Clinton ch. 2 and Jones ch. 10 as your guide, assess your strengths and weaknesses as a counselor. More specifically, write a 3-4 page paper that accomplishes the following:

- a. Identify at least two strengths and two weaknesses in your knowledge, character, and/or skills as a counselor.
- b. For each characteristic, cite the relevant source in the literature, explain your terms, discuss how the strengths and weaknesses could be assets or liabilities in your counseling ministry, how you can develop this area, what might happen if you fail to grow in this area, etc.

For example, you might write:

Clinton, Ohlschlager, and Centore (2005) discuss a variety of personality qualities that effective counselors often possess, such as...(pp. 34-35). They discuss the importance of *emotional intelligence* (p. 34), which I define as...I believe this is one of my strengths for the following reasons. First,... This quality will help me in the following ways...

Note: You will need an APA title page and “references” page for your reflection papers. Also, make sure you cite your sources properly. For example, the reference above is to a chapter inside an edited book, which needs to be accurately reflected in your references.

Jesus' Style of Relating (In-class activity)

Read the following passages and discuss the characteristics that Jesus displayed and the wisdom he offered. How are these qualities important in your own counseling ministry?

Note: If you complete this activity in groups, it may be wise to assign different passages to various groups.

Matthew 5:2-12
Matthew 11:25-30
Matthew 18:15-20

Mark 1:40-45
Mark 8:1-3
Luke 5:24-26

John 4:1-26
John 5:1-17
John 13:1-20

Unit Three Documents

Reflection Paper #2: Addressing an Issue for Personal Growth

One of the most important characteristics of effective counselors (whether Christian or otherwise) is that they pursue their own personal growth. While confronting our own issues can be challenging, counselors who fail to do so have significant blind spots – both personally and professionally – that hinder their effectiveness.

With this in mind, write a 3-4 page paper in the following way:

- a. Choose a counseling issue from Clinton chapters 6-20 where you believe you have room to grow. For example, you may choose chapter 10 if you believe you have difficulty managing your own anger. However, you do not need to choose a topic that is too painful for you to address or one that you are not comfortable sharing with your instructor. Please remember, however, that your instructor will keep the contents of your paper in strict confidence, as long as you are not a danger to yourself or someone else.
- b. Address the issue from a variety of perspectives, which may include, but are not limited to, the following:
 1. Describe your struggle with this issue (both in the past and in the present). What symptoms do you experience? How severe is this issue? In what ways has this issue hurt your relationship with God, yourself, or others?
 2. What have you done to address this issue? What has worked? What has not worked?
 3. What do you believe are the causes of this issue in your life?
 4. Develop a comprehensive plan for working on this issue. Be as specific as possible.
 5. What advice would you give to someone who was struggling with this same issue?

Note: Please continue to ground your observations and insights in the relevant literature. Also, you are encouraged to do additional research for this assignment.

Unit Four Documents

Reflection Paper #3: Counseling Difficult Populations

What would be the most difficult population or type of individual for you to work with in a counseling situation? For example, you may struggle counseling those who are chronically depressed (see Clinton chapters 6-20 for ideas). With this group in mind, write a 3-4 page paper that addresses the following:

- a. the characteristics of the population
- b. why counseling this group would be particularly difficult for you and what that tells you about yourself
- c. what you could do to ease or overcome this difficulty

As always, ground your observations and insights in the relevant literature.

Unit Five Documents

Reflection Paper #4: Counseling Ethics

If you were in charge of several staff members who regularly counseled individuals and couples, what ethical guidelines would you establish for the counselors to follow? How would you monitor adherence to these guidelines?

Write a 3-4 page paper that outlines your guidelines and supervision plan. Also, please note the following:

- a. In addition to general ethical guidelines, include and explain several guidelines that relate to multicultural counseling. For example, see the guidelines produced by the American Psychological Association:
<http://www.apa.org/pi/multiculturalguidelines.pdf>.
- b. Cite your sources, whether you use the course textbooks, various websites, etc. – both in the body of the paper and on your references page.

Case of the Vulnerable Pastor (In-class activity)

Background

Pastor John is 42 years old, married, with three children ranging in age from three to twelve. He is currently the only full-time pastor of a small church with about two hundred people. The church staff consists of a part-time administrator, a part-time youth worker and a secretary. Pastor John has been in this position for approximately a year. He was previously an associate pastor at a larger church in an urban setting but sought a new position due to personality conflicts with the senior pastor.

In his seven years of ministry experience, he has found that he enjoys counseling individuals over any of his other responsibilities. This was part of the tension that caused him to leave his previous position. He wanted to spend far more time counseling than his job description allowed.

Since coming to the current church, he spends approximately 50-60% of time each week meeting with individuals and couples to discuss their various problems and difficulties. He feels energized by the opportunity to help others in need. People generally seem to like his outgoing, gregarious personality and often seek him out for private consultation. He is known for his willingness to meet people at all times of the day and night during emergencies and special situations. He freely encourages people to call him at home if they deem the need is urgent.

The remainder of his responsibilities include sermon preparation, overseeing and training the leadership of the small group ministry, planning and attending several meetings for elders, missions, prayer, staff, etc. In all, he puts in approximately 55 hours of work per week. He doesn't consider this excessive because it matches the hours that many in his congregation work.

This has created tension in his home, especially with his wife, who wants to retain some semblance of privacy and routine. He repeatedly counters her protests to late night calls and interrupted plans by saying, "This is part of God's calling as a pastor." She feels she is fighting a battle ultimately against God when he says this and usually backs down and tolerates the behavior.

Pastor John believes that one of the reasons he enjoys counseling others so much is because he came from a troubled home growing up. His father was an alcoholic and was verbally abusive to his mother and their five children. John was the oldest and took a lot of responsibility for helping his mother around the house with chores and child care. John knows what it is like to be struggling and confused by life's problems and wants to help make a difference in people's lives.

Current Situation

One particular couple approached Pastor John recently about some marital counseling. He was agreeable to meet with them for an evening appointment. They presented several

issues including a lack of communication and a decrease in their sexual relationship. The husband seemed to be the impetus behind the counseling and the one most concerned about their marital problems. Pastor John conducted a thorough assessment and concluded that they indeed seemed to have some unhealthy relational patterns that could probably be helped with ongoing counseling. He then told them a lengthy story of his childhood and how he had emerged as a healthier person by looking at his own problems. He offered to continue seeing them and suggested a weekly appointment. The husband worked until 7:30-8:00 each night and could only meet on Thursdays because of other commitments. This was typically John's night at home with his family, but, given that this couple was in need of help, he thought his family would understand. So John offered them a 9:00 p.m. appointment.

The counseling sessions occurred for several weeks with the husband doing most of the talking and complaining. John would occasionally find himself annoyed at the husband for his incessant talking and abrasive manner at times. In contrast, the wife seemed dominated by this man, both in session and in their day-to-day life. John felt much more compassion for the wife because he sensed the husband was more of a bully.

On one particular evening, John suggested that the wife might benefit from some individual sessions. It might help her to "feel safer" to talk without the husband. They were both agreeable to this arrangement and she came alone to the next session.

At that next meeting, John was surprised to find the wife a very articulate and likeable person. She expressed herself easily and seemed much more relaxed without her husband present. The conversation flowed freely. She told of having little emotional connection to her husband for the past several years. The bigger part of her had given up on the marriage, but guilt from her Christian beliefs prompted her to try counseling. She affirmed that she really enjoyed the sessions much more than she had anticipated and felt that Pastor John was very knowledgeable and wise, despite the fact that little had changed in her marriage since the start of counseling.

After a couple of more individual sessions with the wife, the focus of the conversation started subtly turning from the marriage to the interpersonal dynamics between John and the wife. John used this as a way to reinforce what "good communicational interaction should be like." John began to anticipate his sessions with the wife and look forward to their meeting. He found himself thinking about her on numerous occasions throughout the week. There were times when he would compare his own marital tensions to the easy, free-flowing conversation that he seemed to have with this client.

John had never been good at stopping his counseling sessions at the appointed one hour mark, but he often lingered in his meetings with her up to 30 minutes beyond the stopping point.

On two recent occasions, the couple seeking help had been going through some particularly difficult conflict and the wife called John in the middle of the night to consult

with him. John freely talked it out with her for approximately an hour and then scheduled an extra appointment with her the next day.

This scenario is full of items that speak of Pastor John's vulnerabilities, many of which he is not aware. Read through the text carefully and mark what particular behaviors, attitudes, and motives detract from Pastor John's ability to be appropriate and professional in his counseling. Be sure to include the "background" section in your assessment.

Questions

1. What would you say is the driving force behind Pastor John's strong interest in providing counseling to people in general? How do you determine if one's motives to help others are healthy or unhealthy?
2. Does his work ethic of 55 hours a week seem excessive to you? What is problematic about his work habits and time usage as it relates to his own needs and those of his family?
3. What are your comments about his childhood problems and how he uses them as a reference point for helping others? What is the difference between wise and unwise disclosure as a counselor?
4. Does John seem like the type of person who could actually provide sound, healthful counsel? Why or why not?
5. How would you describe the counseling that John is providing for both the couple and the wife? What things do you see as problematic in the counseling process?
6. How could Pastor John have kept this marital counseling from straying off the appropriate path?
7. How does your reading of Christian Counseling Ethics inform your understanding of this situation?
8. If you were to write the end of this scenario, based upon how it seems to be unfolding, how do you think it would end? Why?

Applied Learning Paper: Starting a Ministry in a Local Church

Assume you are an experienced lay leader at your local church, which has an average attendance of 600 people on any given Sunday. Your pastor has asked you to start a counseling ministry within the congregation. He asks you to develop an 8-10 page proposal (with an APA title page and reference page!) that you will present to the elder board at their next meeting. Please use the following guidelines to develop your proposal:

1. Choose one (and only one) of the following areas for the ministry: pre-marital counseling, marital counseling, parent education, or divorce recovery. Assume you will have at least five lay leaders to assist you and 25-30 people who will receive services in the ministry.
2. Include the following sections in your proposal, and be as creative as you like!
 - a. The Need for the Ministry
 1. Why does your church need this ministry?
 2. What are the characteristics of your target audience?
 3. What problems do they face? Why (i.e., etiology)?
 - b. The Plan for the Ministry¹
 1. Name of the ministry
 2. Mission statement
 3. Core values of the ministry
 4. Leadership structure, roles, and responsibilities
 5. Strategy for training and supervising lay leaders
 6. Ministry structure (meeting formats, times, places, etc.)
 7. Financial needs of the ministry
 8. Ethical considerations
 9. Evaluation plan
 10. Implementation timeline
 - c. Ministry Curriculum
 1. What curriculum options are you considering (books, videos, participant manuals, etc.)? What criteria will you use to evaluate curriculum? What are their relative strengths and weaknesses?
 2. What curriculum will you finally choose and why?
 3. How will you implement this curriculum?
3. Include at least 10 different sources in the body of your paper. Allow the research to inform and direct how you choose to conceptualize and implement the ministry.

¹ Aubrey Malphurs' *Advanced Strategic Planning* (2005) may be one helpful resource, among others, in this section. Also, it would be wise to research how other churches have planned and implemented ministries with the same target audience.

Instructor Evaluation for Written Work

Student's Name	Course Number	Assignment
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Assignment Criteria	Exceptional	Above Average	Average	Below Average	Inferior	No Credit	Instructor Comments		
I. Critical Thinking <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)² ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Application and Recommendations ▪ Christian Worldview (where applicable) 	7	6	5	4	3	2	1	0	
II. Research / Sources (pp. 91-102³) <ul style="list-style-type: none"> ▪ Credibility (academic vs. non-academic) ▪ Number of Sources ▪ Supporting Viewpoints ▪ Opposing Viewpoints (if appropriate) 	7	6	5	4	3	2	1	0	
III. Organization <ul style="list-style-type: none"> ▪ Introduction⁴ and Conclusion⁵ ▪ Section Titles⁶ ▪ Section Introductions and Conclusions⁷ ▪ Organizing Words, Phrases, and Sentences 	7	6	5	4	3	2	1	0	
IV. Documentation (pp. 155-195) <ul style="list-style-type: none"> ▪ APA Paper Format ▪ APA Title Page (with Header) & Abstract ▪ APA Integration of Sources⁸ ▪ APA "References" Page 	7	6	5	4	3	2	1	0	
V. Composition (pp. 1-90) <ul style="list-style-type: none"> ▪ Clarity and Concision ▪ Grammar, Punctuation, and Mechanics ▪ Voice (Academic vs. Non-academic) ▪ Tone (Assertive vs. Passive or Aggressive) 	7	6	5	4	3	2	1	0	
x 2 (double weighted)									

Rubric Points Earned = / 42

² Other categories for analysis include: assumptions, problems, solutions, and predictions.

³ All page references refer to Hacker, D. (2008). *A pocket style manual* (5th ed.). Boston: Bedford/St. Martin's.

⁴ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

⁵ An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

⁶ Section titles are often as follows: Title of the Paper (not the word "Introduction"), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

⁷ Section introductions and conclusions are usually not necessary in shorter papers (i.e. 2-3 pages).

⁸ There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.

Rubric Points Earned (see prev. page)	Conversion % (see below) x	Total Possible Points for Assignment	=	Total Points Earned	Final Grade for Assignment
/ 42	x		=		

Final Comments by the Instructor

Rubric Points Earned	Conversion Percentage
42	1.00
41	.98
40	.96
39	.95
38	.93
37	.91
36	.90
35	.88
34	.87
33	.85
32	.84
31	.83
30	.82
29	.81
28	.80

Rubric Points Earned	Conversion Percentage
27	.79
26	.78
25	.76
24	.75
23	.74
22	.73
21	.72
20	.71
19	.70
18	.69
17	.68
16	.67
15	.65
14	.63
13	.61

Rubric Points Earned	Conversion Percentage
12	.60
11	.58
10	.56
9	.55
8	.53
7	.52
6	.50
5	.41
4	.33
3	.25
2	.16
1	.08
0	.0