TRINITY EVANGELICAL DIVINITY SCHOOL
CM 6000 – Issues in Counseling Ministries
Spring 2017 – Pittsburgh, PA

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Phone: 847-373-4939 (for emergencies)
Course Dates: Feb 24-25; March 17-18; April 7-8; and April 28-29, 2017.

COURSE DESCRIPTIONS:
CM 6000 focuses on issues of interest related to pastoral counseling and counseling in ministry settings. Topics vary and the course may be repeated for credit. This course is an introduction to the principles and techniques involved in the pastoral ministry of care and counseling. The course emphasizes basic counseling skills and the ability to relate to others. Biblical, theological, and ethical concerns in pastoral care ministry are discussed and an overview of common counseling concerns is presented. We will focus particularly on marriage and family counseling. (3 hours)

LEARNING OUTCOMES: At the outcome of this course, students will….
1. Have begun to assess their abilities and/or calling in the area of people helping ministry.
2. Develop a personal Biblical framework within which to place their counseling ministry and an awareness of the common counseling situations that they may face, particularly in the area of marital and family issues.
3. Have acquired and practiced basic counseling skills in the area of listening and rapport building. This will include opportunities for students to assess personal strengths and weaknesses in this area.
4. Be able to use a basic problem-solving approach to common counseling problems. Strategies appropriate to such a model will be discussed and placed in a Biblical framework.
5. Understand the history and place of counseling in pastoral and ministry settings, including some of the current controversies and issues in the practice of Biblical/Christian counseling.
6. Understand the ethical, legal and ministerial issues involved in church related counseling, such as confidentiality, gender-related counseling, expectations, and use of appropriate boundaries.

TEXTS:
Required:

Articles marked as “required reading” may be posted on course webpage (Moodle). Other brief articles may be added as supplemental resources.

COURSE REQUIREMENTS:
1. All written work is to be typed, double-spaced and in program appropriate format unless otherwise stipulated (e.g. MHC students use APA style). Written work should be consistent with the TIU Style and Format Guide available online. Students are encouraged to make use of library research assistance through online tutorials.
2. All written work will be submitted electronically via Moodle. Emailed or hard copied assignments will not be accepted. Research papers or projects will be returned when graded via
Moodle. Students are expected to self-enroll on Moodle for this course.

3. All papers posted after the beginning of class on the date they are due are considered late. Late work will receive up to two points grade reduction for each day or fraction thereof past the due date.

4. Plagiarism and/or cheating of any kind will not be tolerated (see section on Academic Integrity). Copying, printing, receiving or distributing any past or present course exams or exam questions is considered cheating. Offenses will be dealt with accordingly through the Dean of Students office.

5. Makeup work or extensions are available only in unusual circumstances and generally carry a reduced grade.

6. Grades are calculated on an 8 point system: A (96-100); A- (93-95); B+ (91-92); B (88-90); B- (85-87); C+ (83-84); C (80-82); C- (77-79); D (70-76).

7. A lecture /discussion format is used in this class. Therefore, attendance and class participation enhance the learning experience and are expected. These may be factored into the final grade.

CURRICULUM MAP:

<table>
<thead>
<tr>
<th>CM 5000 Student Learning Outcomes</th>
<th>MDiv Outcome</th>
<th>CO Dept. Outcome</th>
<th>Assessment Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have begun to assess their abilities and/or calling in the area of people helping ministry.</td>
<td>2.3 3.5</td>
<td>2,4-CMC</td>
<td>Spiritual Formation Project</td>
</tr>
<tr>
<td>2. Develop a personal Biblical framework within which to place their counseling ministry and an awareness of the common counseling situations that they may face, particularly in the area of marital and family issues.</td>
<td>3.1</td>
<td>1,6-CMC</td>
<td>Reading</td>
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<tr>
<td>3. Have acquired and practiced basic counseling skills in the area of listening and rapport building. This will include opportunities for students to assess personal strengths and weaknesses in this area.</td>
<td>3.2</td>
<td>4,5-CMC</td>
<td>Roleplay Spiritual Formation Project</td>
</tr>
<tr>
<td>4. Be able to use a basic problem-solving approach to common counseling problems. Strategies appropriate to such a model will be discussed and placed in a Biblical framework</td>
<td>3.2</td>
<td>5-CMC</td>
<td>Roleplay Discussion Forums</td>
</tr>
<tr>
<td>5. Understand the history and place of counseling in pastoral and ministry settings, including some of the current controversies and issues in the practice of Biblical/Christian counseling.</td>
<td>3.2</td>
<td>4-CMC</td>
<td>Reading Quizzes</td>
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</table>
LEARNING ASSIGNMENTS:

1. **Spiritual Formation Project:** In order to effectively help others, it is essential that we consider our spiritual, as well as ministry, calling and equipping. For this course the intent is to begin to assess the kind of counseling ministry to which God may be calling you and the skills with which He is equipping you for that ministry. [LO 1, 3] (15%)
   a. **Three hours** are to be set aside specifically for this assignment. This should be in no less than one hour blocks of time. The purpose is ministry / personal / spiritual assessment.
   b. This may include a wide variety of self-reflective activities. Consulting with spiritual or ministry mentors, career testing, Biblical reflection, contemplative prayer, seeking counseling, or any number of other activities may be considered; however, it may not include retroactive events (e.g. summer service) or regularly established practices (e.g. daily devotions).
   c. Each student will turn in a **1-2 page accountability report** stating the date/s, time/s, circumstances of the activities and a brief synopsis of content and/or outcome learning. Depth of disclosure is at the discretion of the student.

2. **Roleplay:** Each student will record (DVR, flash drive, videotape) a “counseling” session with a classmate or colleague.
   a. Counseling scenarios may be selected from those posted on Moodle or a minor real life concern may be explored. The session should include the “counselee” to tell his or her story, work on problem definition and offering some beginning intervention or plan. This session should last **40-50 minutes**.
   b. Following the session seek feedback from the “counselee.” Afterwards review the tape carefully. In **4-6 pages** identify and critique your empathic techniques and helping strategies from your review of the tape and feedback from the “counselee.” The use of terms from the text and class lectures is encouraged. Reflect both positives and areas for improvement. [LO 3, 4] (25%)

3. **Additional Reading:** Each student will read an **additional 200 pages** from the Collins text on topics of interest to the student. A two page paper, which includes complete bibliographic material, a brief summary and critique of the material will be submitted. [LO 2, 5] (20%)

4. Two cases will be presented via online **Discussion Forums.** Each student will be expected to interact with each case in a timely manner. For each case, at least one initial
comment, insight or discussion question will be expected in addition to two responses to other students’ comments. A grading rubric for discussion forums is posted. (10%) [LO 3, 4, 6] Forums open April 1, 2017 through May 10, 2017.


5. **Quizzes:** A brief quiz will follow each weekend. Quizzes will be based on assigned readings from Collins and posted articles, as well as lectures. They may include both objective and essay questions. Quizzes can be taken at any time during the specified dates. They may include both objective and essay questions. Review is possible immediately following submission. Final grades are recorded after item analysis and any manual grading (e.g. essay questions) is completed. Students are notified automatically when grading is complete. [LO 4, 5, 6] (30%)

**COURSE RESOURCES:**

Additional course resources are available on the course webpage. An abbreviated bibliography and other resources may be available for download. Lecture outlines in PowerPoint format are generally made available prior to the scheduled class. All posted materials are for personal study purposes only and are not to be published or distributed in any format.

**ACADEMIC INTEGRITY**

The Trinity community is committed to integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community including respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust. Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism is not permitted.

Cheating is a form of deception and takes many forms—copying of a word from another’s quiz or exam; the use of unauthorized notes, previous exams, books or other materials; the submission of another’s work to fulfill a course requirement; the unauthorized use of work completed for one course in another; or the reporting of material as read that was not read.

Plagiarism gives the impression that the words or ideas in one's writings are one's own when in reality they are taken from another’s written or oral work. Plagiarism may be either intentional or unintentional and includes: paraphrasing the words or ideas of another without giving credit (unless describing common knowledge); the use of quotations without identification by quotation marks and citation; and the reproduction of another’s written work as if it was your own.

Plagiarism is an affront to community standards, a willful neglect of the scholarship of another, and an expression of poor scholarship.

A student found to break the standard of academic integrity by cheating or plagiarizing will be confronted by the faculty member involved and will be reported to the Dean of Students. This will result in a “zero” grade for that particular paper or exam, which may result in an “F” for the course (e.g. depending on the normal weight of that particular assignment, as articulated on the syllabus, the student may fail the course). Such an assignment cannot be “made-up” or a substitute assignment made. It may
also lead to expulsion from the institution, or a revocation of a degree already granted by Trinity. Refer to the posting on MyTIU>Academics>Writing Resources for a more lengthy discussion of academic integrity and plagiarism, including access to Turnitin Software which helps writers avoid plagiarism.

AMERICANS WITH DISABILITIES ACT SERVICES

In an effort to comply with the Americans with Disabilities Act of 1990 (ADA), the policy of the Divinity School is to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Dean of Students acts as the institution’s ADA coordinator assisting students with disabilities and works in consultation with academic departments and faculty member(s) involved. Academic adjustments are determined on a case-by-case basis and subject to review by the Dean. Requests for aids, services, or academic adjustments should be submitted in writing with appropriate supporting documentation of the relevant disability to the Dean of Students at the earliest possible time. (For more information, see the Policies section of the Catalog).
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Reading Due</th>
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<tr>
<td>Feb 24</td>
<td>Overview of counseling</td>
<td></td>
<td>Collins – chaps 1-4</td>
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<td>Feb 25</td>
<td>The Caring Relationship</td>
<td></td>
<td>Averbeck article on theology</td>
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<td>March 2-27</td>
<td>Quiz 1</td>
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<td>Mar 17</td>
<td>The Caring Process</td>
<td>Spiritual Formation</td>
<td>Collins – chaps 5 – 7, 43 Greggo article on integration</td>
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<td>Mar 18</td>
<td>Caring Techniques</td>
<td></td>
<td>Parent article on diagnosis</td>
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<td>March 23-27</td>
<td>Quiz 2</td>
<td></td>
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<td>Apr 1</td>
<td>Caring Concerns</td>
<td>Reading report</td>
<td>Collins – 200 pages</td>
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<td>Apr 8</td>
<td>Caring Concerns – cont.</td>
<td>Discussion Forums open</td>
<td>Mandated reporters manual / Parent article on boundaries</td>
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<td>April 13-17</td>
<td>Quiz 3</td>
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<td>Apr 28</td>
<td>Premarital counseling concerns</td>
<td>Roleplay Critique</td>
<td>Collins – chaps. 28 – 32</td>
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<tr>
<td>Apr 29</td>
<td>Marriage &amp; Family concerns</td>
<td></td>
<td>Article to be added</td>
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<td>May 4-8</td>
<td>Quiz 4</td>
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<td>May 10</td>
<td>Discussion Forums close</td>
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