



**PBC**  
PERTH BIBLE COLLEGE

**STUDY LEVEL:** DEGREE

**UNIT CODE:** CO801  
**UNIT TITLE:** Models of Pastoral Counselling

**SEMESTER:** 1<sup>st</sup> Trimester 2024

**MOODLE KEY:** CO801MOD

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**UNIT OVERVIEW:**

Pastoral counselling equips us to engage meaningfully with people in the light of the message of the gospel. Pastoral counselling is not counselling 'light', but draws together the best of the pastoral, theological and social sciences. This unit will present and explore a number of models that are foundational to the understanding and practice of pastoral counselling. They will include psychological, anthropological, theological and counselling theories and models. This will enable students to develop pastoral counselling relationships that are informed, supportive, at times graciously challenging and always hopeful.

## ACADEMIC DETAILS

<b>Location in course:</b>	This unit is an advanced unit and is offered at Level <b>800</b> . This is a ministry elective unit.
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<b>Workload</b>	This unit carries 6 credit points. The contact hours for this unit are 3 hours/week for 12 lectures. Students are expected to study a further 9 hours/week.
<b>Pre-Requisites</b>	<b>Nil</b>
<b>Delivery</b>	Delivery will be via lectures, practicum, and research assignments.
<b>Summary of Content</b>	This unit will provide students with a broad overview of the field of counselling. As well as an introduction to the major schools of counselling and the dynamics of human behaviour, students will be taught how to think about counselling through theological theory and be introduced to theologically grounded counselling models that can be utilised in pastoral counselling.
<b>Learning outcomes</b>	<p>By the completion of this unit, the students will be able to:</p> <p>A. Employ foundational <b>theological knowledge</b> to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate various models of Counselling and ways of understanding human behaviour and develop a theological model for Counselling.</li> <li>2. Describe and summarise the central concepts of the major schools of Counselling and evaluate these theologically.</li> </ol> <p>B. Describe and summarise the central concepts of the major schools of Counselling and evaluate these theologically.</p> <p>C. <b>Describe a practical context</b> to:</p> <p>Gain insight into someone's personal story and identify the on-going effect of events and people on their well-being.</p> <p>D. Develop and employ <b>practical methods and actions</b> to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate critical theological insight into problematic human behaviours and the basic counselling models which may apply to the situation.</li> <li>2. Engage sensitively with people from different cultures in a counselling context</li> </ol> <p>E. Engage in <b>critical personal reflection</b> to:</p> <p>Identify the theological, philosophical, and experiential influences which inform their approach to Counselling.</p>
<b>Requirements to complete</b>	To successfully complete this unit students must: <ol style="list-style-type: none"> <li>a) attend at least 85% of all classes, excluding approved absences,</li> <li>b) lodge all assessments that are required for this unit, and</li> <li>c) obtain a total grade of at least 50% in the unit.</li> </ol>

**Assessment Summary**

Assessment Type	When assessed	Weighting	Learning outcomes Assessed
Role Plays	Various weeks	30%	b, c, d, e
Journal	Weeks 6, 12	40%	a, b, d, e
Book Summaries	Week 3,6,9,12	30%	a, b, e

**LECTURE SYLLABUS**

Week	Content	Pre-reading
1	<p>TOPIC 1. INTRODUCTION TO PASTORAL COUNSELLING</p> <p>What is wise counsel?            What is the relationship between pastoral counselling and counseling?            What is the relationship of science and theology?            What are the unique elements that Judeo-Christian faith tradition can bring to pastoral counselling?            How can an understanding of our biology and brain functioning be helpful?            What is the need for a model/s for understanding who we are as humans and also for counselling that incorporates scientific and theological perspectives?</p>	COREY 1-3
2	<p>TOPIC 2. PRACTICAL THEOLOGICAL THEORY AND MODELS FOR PASTORAL COUNSELLING</p> <p>What is Practical Theology Theory?            Michie and Zerfass Models.            How do you use the models to analyse current pastoral counselling praxis?            How do you use the models to develop models for Pastoral Counselling?</p>	COREY 4
3	<p>TOPIC 3. HISTORICAL/CULTURAL CONTEXT OF PASTORAL COUNSELLING</p> <p>How is all counselling a cross-cultural event?            What is the importance of cross-cultural awareness and bi-cultural ability?            How is counselling as practiced in the West shaped by the West's history and cultural practices?            How can Western assumptions regarding wellbeing and what is wise counsel be imposed on others?</p>	COREY 5
4	<p>TOPIC 4. FOUNDATIONAL QUESTIONS &amp; ISSUES FOR PASTORAL</p>	COREY 6

Week	Content	Pre-reading
	COUNSELLING 9 Critical questions Who am I in this relationship? Who is the person sitting in front of me? What is the nature of our relationship? What is the basis and nature of wellbeing? What is my authority? What is the current situation / challenge / problem? How do we move / journey to a place of wellbeing? What is my model to guide? What is my foundational ethic?	
5	TOPIC 5. FOUNDATIONAL PASTORAL COUNSELLING SKILLS & MODELS Listening, reflecting, clarifying, picture building skills. What is the place of transformational change in pastoral counseling? What listening and responding skills are critical for transformational change? Why is transformational change hard? How to accept and respond to resistance. Basic Counselling model/s	COREY 7
6	TOPIC 5. FOUNDATIONAL PASTORAL COUNSELLING SKILLS & MODELS	COREY 8
7	TOPIC 5. FOUNDATIONAL PASTORAL COUNSELLING SKILLS & MODELS	COREY 9
8	TOPIC 5. FOUNDATIONAL PASTORAL COUNSELLING SKILLS & MODELS	COREY 10
9	TOPIC 5. FOUNDATIONAL PASTORAL COUNSELLING SKILLS & MODELS	COREY 11
10	TOPIC 5. FOUNDATIONAL PASTORAL COUNSELLING SKILLS & MODELS	COREY 12
11	TOPIC 6. BEGINNING THE PASTORAL COUNSELLING PROCESS What is needed for Intake, first sessions, consent, confidentiality? How does the counselor deal with crisis? What is pastoral triage? How do you practice pastoral triage?	COREY 13
12	TOPIC 6. BEGINNING THE PASTORAL COUNSELLING PROCESS	COREY 14,15

## ASSESSMENT ITEMS

<p><b>1. ROLE PLAYS</b></p> <p>(Carries 30% of the total grade)</p>	<p>Students will need to prepare to engage in role plays as a Pastoral <b>Counsellor</b> and employ a range of pastoral counselling models.</p> <p>Students will need to prepare to engage in role plays as a <b>Counselee</b>. <b>Some role-plays will require the student to be willing to speak of their own story though the extent of disclosure will be determined by the student.</b> Other role-plays will require the student to respond in a role aligned to a constructed character brief.</p> <p>Students should display knowledge and critical insights regarding the presenting characteristics and express it by remaining “in character”. The Counsellor should exhibit a capacity to engage and relate appropriately. The Counsellor should establish an active working alliance with the counselee and utilise pertinent questions which reflect that they have heard and understood the counselee. They must display a rich and Biblically-grounded theological framework in which the information is being processed and evaluated and must deliver thoughtful responses, displaying critical insight into the presenting problems or issues.</p> <p>Students will complete 2 pro-forma self-assessments of their development as a pastoral counsellor. <b>The final submission is to include a 600 word</b> summary of what you have learnt about yourself as a future counsellor.</p> <p><b>Due: Week 6, Week 12</b></p>
<p><b>2. JOURNAL</b></p> <p>(Carries 40% of the total grade)</p>	<p>Students will keep a reflective journal (approximately 350 words per week) on the class content and reading material.</p> <p><b>References:</b> Students must reference at least <b>nine sources</b> (including <b>two journal</b> articles).</p> <p>This assessment requires students to critically respond to the lecture contents through their personal voice, insights gleaned from two other students, the prescribed reading and five other reputable sources (including those on the recommended reading list). Students must take up a critical theological position and show knowledge of a variety of differing views on the topic.</p> <p>The final journal is to be submitted along with a <b>600 word</b> summary of what you have learnt about counselling and a <b>Due: Weeks 6, 12</b></p>
<p><b>4. BOOK SUMMARIES</b></p> <p>(Carries 30% of the total grade)</p>	<p>Students write weekly summaries of <b>300</b> words of each chapter of the text book under the following headings</p> <ol style="list-style-type: none"> <li>1. Point summary of chapter</li> <li>2. Theological reflection of chapter content.</li> </ol> <p><b>Due: Week 3,6,9,12</b></p>

All assignments are to be submitted via Moodle by 11:55pm on the day the class is scheduled in the semester week indicated above, unless specified otherwise.

Students should also have a *working* knowledge of PBC's Assessment Policies ([www.pbc.wa.edu.au](http://www.pbc.wa.edu.au) and then *Student Portal/Useful Links/Policies & Procedures/ Assessment Policies*) to assist in completing this unit.

### TEXT BOOKS

Corey, G. 2001, *Theory and practice of counseling and psychotherapy*, Belmont, CA: Wadsworth

[https://www.amazon.com.au/Theory-Practice-Counseling-Psychotherapy-GERALD/dp/9353502071/ref=sr\\_1\\_5?crd=VYZW33OBHSYT&keywords=counseling+theories+gerald+corey&qid=1643692256&sprefix=corey+theories+a%5C%2Caps%2C278&sr=8-5](https://www.amazon.com.au/Theory-Practice-Counseling-Psychotherapy-GERALD/dp/9353502071/ref=sr_1_5?crd=VYZW33OBHSYT&keywords=counseling+theories+gerald+corey&qid=1643692256&sprefix=corey+theories+a%5C%2Caps%2C278&sr=8-5)

Corey's text is a standard for introductory counselling courses. It is simple to read yet comprehensive. Not only does it give details regarding the critical elements of each counselling approach it also provides background information on its chief theorists and underlying philosophical and worldviews. Within an eclectic perspective it also offers shared understandings and ethical perspectives considered necessary for good practice. Used in conjunction with the workbook a student should be able to develop a solid foundational framework for approaching pastoral counselling.

### KEY REFERENCES

Bridges, F., & Atkinson, D., 2007. *Counselling in context. Developing a Theological Framework*. Pasadena, CA: Fuller Seminary Press.

Entwhistle, D.N. 2015. *Integrative Approaches to Psychology and Christianity, Second Edition: An Introduction to Worldview Issues, Philosophical Foundations, and Models of Integration*. Eugene, OR: Cascade Books.

Greggo, P., & Sisemore, T.A. 2012. *Counseling and Christianity: Five Approaches*. Downers Grove, ILL: IVP.

Johnson, E.L., 2010. *Psychology & Christianity: Five Views*. Downers Grove, ILL: IVP.

McMinn, M.R. 2011. *Psychology, theology and spirituality in Christian counselling*, Wheaton, ILL: Tyndale House.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy* (2nd ed.). SAGE Publications. <https://www.perlego.com/book/1431869/an-introduction-to-counselling-and-psychotherapy-pdf>

Shults, F.L., & Sandage, S.J., 2006. *Transforming Spirituality. Integrating theology and psychology*, Grand Rapids, MI: Baker

Siang-yang Tan., 2011. *Counseling and Psychotherapy: A Christian perspective*. Grand Rapids, MI: Baker

Worthington, E. & Worthington, L. 2010, *Coming to Peace with Psychology: What Christians Can Learn from Psychological Science*. London: IVP Books.