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PC 515 Pastoral Crisis Intervention

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Course: PC515 W1 (SP 2009)  
Title: Pastoral Crisis Intervention  
Hours: 3.00  
Published: Yes, on 11/25/2008  
Prerequisites:  
None

Department: Pastoral Care  
Faculty: Dr. Anne Gatobu

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Meetings:  
During 02/09/2009 to 05/22/2009 on Tuesday from 1:00p to 3:45p in SH408.

Maximum Registration: 35

Catalog Description: A study of the theory and practice of pastoral counseling crisis intervention based on the premise that crises are an essential aspect of any structured understanding of human life and development. The course will cover episodes of crisis in people's lives where the stakes are high for disintegration or for growth. Theoretical orientation to crisis and clinical intervention techniques for various types of crises will be taught and practiced. Theological and faith issues such as theodicy during crisis events will be examined.

Objectives:

COURSE DESCRIPTION

This is an advanced pastoral crisis-counseling course that is based upon the premise that crises are an essential aspect of any structured understanding of human life and development. The class will cover occurrences of crises in people's lives where the stakes are very high for either disintegration or growth. Theoretical orientation to pastoral crisis intervention techniques for various types of crises will be taught and practiced. Theological and faith issues during crisis events will be examined. Counseling Practice: You have three venues in which you will practice crisis counseling:

• First, you will work within trios to practice your skills. Your practice sessions will happen outside of our class time. You will have an opportunity to be a client, a pastoral counselor, and an observer in session.
• Second: The role-play your group will present in class will be videotaped. The role-plays will last no more than 25 minutes. We will debrief and get feedback in class from other peers.
• Third: We will have larger group practice role-plays in class sessions

Course Objectives:  
Upon completion of this course students
1. Explain the process of crisis development.  
2. Understand pastoral theological assumptions and biblical foundation that support crisis intervention.  
3. Articulate appropriate pastoral intervention strategies to manage crises at a primary, secondary, and tertiary intervention level.
4. Demonstrate pastoral crisis intervention and counseling skills within role-plays.
Required Texts:


Hahn, D. (2008) The Cancer Waltz: A Collection of Poems (Students can order this directly at www.lifefuturejourney.com as there is no registered publisher) If you wish let me know by beginning of first class and I will order directly from publisher in one order.


Recommended Texts:


Course Requirements:

You are expected to attend all classes and participate in small group activities and discussions. Poor attendance will negatively impact your final grade. Completion of all readings is required. A late paper will loose 5 points.

1. Theological Integration Paper - (40 points) Due March 24, 2009

Identify a time in your life when you experienced a period of crisis. (If you have been fortunate enough to have NO crisis experience, then you can interview someone who has had a crisis). Synthesize the experience with your understanding from class lectures, Shattered Assumptions, Why God, Scripture and your theology of pain. Three quarters of your paper must engage the above texts in your effort to do a psychological and theological integration. Please do not just write your plain story. Your grade will be dependent on how well you utilize the material from the texts and class lectures for your paper. Please use proper and consistent CITATION of material. (You may use MLA, APA or Turabian style for this paper. (10 pages)

Guidelines for your paper:

Make sure to address these issues in an integration paper.

• From Shattered Assumptions: Define assumption and how they develop? How had your assumptions developed? What assumptions were altered as a result of the crisis? How were they altered? What helped you to rebuild your assumptions? How were the new assumptions different from the original assumptions? As you answer these questions make sure you are interacting with and citing the text: Shattered Assumptions.

• From Why God: How did you experience God in the midst of this crisis? What theological issues raised in the text (Why God?) were helpful in the process? How did you theologically address the question of why does God allow me to suffer so?

• Both, Why God? and Shattered Assumptions: try to provide ways on how people manage to get through crisis events. Using some of the ideas from these books; what helped you to move through this time of crisis? What Scriptures were particularly salient to a discussion of a theology of pain and crisis in your story?

• Your paper is to be typed and double-spaced (please follow specification for paper formatting provided below). This is your opportunity to reflectively integrate the lectures and reading material to date. Remember that this needs to be more than just personal story or reflections. Draw heavily on the required texts and lectures to demonstrate your grasp of the theoretical/theological material and then provide compelling examples from your experience to document your ability to apply theory/theology to life. Again, this is not just a presentation of your life story.

2. Pastoral Crisis Counseling Practice: Role-play and Feedback -outside of class – (3 -1 page paper Due March 3; March 10 & March 17 respectively) -(30 Points)
You will work in trios outside of class to refine your pastoral counseling skills during practice sessions on an established crisis-counseling situation. Practice sessions should last about 20 to 30 minutes. (Be sure to allow at least 5 minutes for verbal feedback). Three rounds will allow each person to be a parishioner, a pastoral counselor, and an observer of the process. Each person should be the pastoral counselor one time during each round.

- Client and Observer will give the pastoral person verbal feedback and then hand in a one page typed feedback to the professor and the partners. The pastoral person will write a reflective paper of their performance and partners’ feedback. You are responsible for handing in your feedback forms next day of class following your practice role play or the paper will be considered late.
- Focus on the following pastoral person’s skills in giving the one page feedback:
  a) how their attending/listening skills are developing, and rapport with counselee
  b) things s/he did well as a pastoral crisis counselor:
  c) areas where s/he needs improvement as a pastoral crisis counselor
  d) did the pastoral counselor follow the six (6) steps?

3. Research Paper (14-16 pages) Due on Thursday, May 12, 2009 (50 points)

You will sign up for a research paper topic (14-16 pages) within the first weeks of class. This information will form the knowledge base for your pastoral crisis counseling Individual Research paper, video role-play as well as for your group class presentation. Your individual research paper will addresses the following:

a) Present the crisis in a form of a case scenario or as a vignette. Identify the kind of pastoral counseling approach/ theory that would be most appropriate for this kind of crisis or to help this parishioner(s)? Please state your theory and say why it would be the most appropriate one for this crisis (2 pages).

b) What are the critical psychological, interpersonal, and social issues surrounding the crisis? What are some of the issues to consider, such things as, but not limited to: developmental, gender, cultural, socio-economic, & ethnic issues involved around the crisis? (3-4 pages).

c) What are the key pastoral care and counseling issues to consider during the initial session, including the short term plan? What are the obvious issues needing to be address during the follow-up sessions? Say how and why. (3-4 pages).

d) Identify significant theological and spiritual issues that you believe would be most salient for this parishioner(s) and state how your pastoral theological perspective & Scripture addresses these concerns. This is the section where you will need to interact theologically on the basis of our discussions in class and your readings (3-4 pages).

e) Identify a pastoral strategy that will be most appropriate for this kind of crisis. Create a ministry plan/program to prevent, if possible, and care for this issue in a church or para-church environment. (2-3 pages).

4. Video Taped Role-play and class presentation–due respectively throughout the course as noted in the syllabus - (45 points)

You and your group will prepare a video taped role-play of persons facing the crisis topic from your research paper. Total presentation time in class will be between 40 -45 minutes. Twenty five (25 minutes) will be allocated for the role-play. Practice outside of class is expected. Make sure the picture & sound are okay before bringing it in for presentation. Feedback from peers and the instructor will follow soon after your role-play from the video. The professor will provide you a form to evaluate your peers’ presentation and role-play in class. These will be handed back to the professor following each role-play.

COURSE POLICIES:

Attendance & Participation. (36 points)

Attendance is essential for understanding and processing the material. Students are expected to attend all class meetings; however, one unexcused absence will be permitted. Work that is missed due to any excused absence (hospitalization or serious illness, institutionally approved group event or travel, death or serious illness of a family member, or other unusual circumstance) may be made up. Per ATS policy, appropriate written documentation should be provided.

Submitted Written Papers.
- Paper Labeling. All papers should have your name and your SPO number on them.
• **Format.** All written material should be produced with a standard 12-point font, typed, double-spaced with a one-inch margin.
• Follow MLA, APA Publication Manual or Turabian for formatting of citations and reference list. Be consistent and use only one style or format.
• **Writing Quality.** Grades for written material will be partially based on quality of writing, clarity of thought, and logical development.
• **Form.** Written materials must be submitted in printed form by the due date.
• **Timeliness.** Students should submit written material on time; late papers will not be graded.

Self-Disclosure. In class interactions, some self-disclosure and personal examination may occur; this should be kept appropriate to the classroom situation. These interactions fall under the umbrella of confidentiality and members will be expected to abide by this ethical standard. Academic Dishonesty and Student Behavior. Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else’s written work as one’s own as well as looking at someone else’s test answers to formulate one’s own test answer(s).

Problems. If you are having difficulty in this course for ANY reason, please speak to me as soon as possible. Special Needs. All materials can be made available in alternate formats. Please inform me of any special needs you may have.

Scheduling. The instructor reserves the right to make modifications to the course schedule as necessary.

**Evaluation:**

**Grading:**
The final grade will be based on your cumulative point total. There will be 201 points possible. Letter grades will be determined as follows:

A: 93 - 100% = 186 - 201 points
A-: 90 - 93 % = 180 - 185 points
B+: 87 - 89.5% = 174 - 179 points
B: 83 - 86.5% = 166 - 173 points
B-: 80 - 82.5% = 160 - 165 points
C+: 77 - 79.5% = 154 - 159 points
C: 73 - 76.5% = 146 - 153 points
C-: 70 - 72.5% = 140 - 145 points
D+: 67 – 69.5% = 134 - 139 points
D: 63 – 66.5% = 126 - 133 points
F 66 % and below = 132 points and less

**Class Schedule:**

**Week 1 Feb. 10 - Orientation to PC515**
- Lecture - Read Chp 1 –Intro-A Guide to Crisis Intervention

**Week 2 Feb 17**
- Lecture - Read – Attending/Listening - A Guide to Crisis Intervention Chp 5
- In Class Group counseling Practice
* Assign research Topics

**Week 3 Feb 24**
- Lecture - Read - Ethics - A Guide to Crisis Intervention Chp 3
- In Class Group counseling Practice
* Assign First Trio Role play situations

**Week 4 March 3**
- Lecture – Read - Burnout -A Guide to Crisis Intervention Chp 3
- In class Group Discussions
* First Role-play Feedback & Reflections due at beginning of class
* Assign Second Trio Role play situations
Week 5 March 10 - Lecture - Shattered Assumptions Read Parts 1, 2, 3 & 4.
- Be prepared to discuss in class
- In Class group Discussions

- Second Role-play Feedback & Reflections at beginning of class
  * Assign Third Trio Role play situations

Week 6 March 17 - Lecture - Why God? Chapters 1-5

- Be prepared to discuss in class
- In Class Group discussion

- Third Role-play Feedback & Reflections at beginning of class

Week 7 March 24 - Lecture - Suicide – A Guide to Crisis Intervention - Chp 6
  The Cancer Waltz – selected poems (to be assigned at beginning of class)

- Theological Integration paper due at beginning of class.

Week 8 March 30 – April 4 – READING WEEK

Week 9 April 7 - Lecture - PTSD- A Guide to Crisis Intervention - Chp 11
  The Cancer Waltz – selected poems (to be assigned at beginning of class)

Research & Practice for group presentations & role play – (Suicide)

Week 10 April 14 - Lecture - Sexual Assault/ Rape
  - A Guide to Crisis Intervention - Chp 12
  The Cancer Waltz – selected poems (to be assigned at beginning of class)

Research & Practice for group presentation & Role Play – (PTSD)

Week 11 April 21 - Lecture & Discussion - Partner Violence

  - A Guide to Crisis Intervention Chp 12

Research & Practice for group presentation & Role Play – (Sexual Assault/ Rape)

Week 12 April 28 - Lecture & Discussion - AIDS/HIV

  - A Guide to Crisis Intervention Chp 9

Research & Practice for group presentation & Role play- (Battered Spouse)
Week 13 May 5 - Lecture - Bereavement and Loss

- A Guide to Crisis Intervention Chp 8

• - Research & Practice for group presentation & Role play - (HIV-AIDS)

Week 14 May 12 Lecture Addictions – Chemical Dependency

- A Guide to Crisis Intervention Chp 10

• Research & Practice for group presentation & Role Play – (Bereavement & Loss)

Final paper due in my office by 5:00pm on Tuesday May 12 on hard copy

Week 15 EXAM WEEK