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PC 515 Pastoral Crisis Intervention

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Asbury Theological Seminary
A Syllabus and general Guide for
Pastoral Crisis Intervention
PC515
Fall, 2004

Instructor: John Galloway, D. Min., LMFT

I Course Description

This course is based on the premise that the concept of crisis is an essential aspect of any structured understanding of human growth and development. Students will direct their attention to episodes in people's lives where the stakes are very high. Theoretical orientation to crisis and clinical intervention techniques for various types of crises will be taught and practiced. Faith issues during crisis events will be examined.

II General Goals: The instructor plans to:

1. acquaint students with the history, techniques and dynamics of crisis counseling;
2. assist students in the development of a theory of crisis;
3. enable students in the discovery of contemporary crisis issues;
4. prepare students to become effective crisis interveners;
5. help students identify crisis issues that have the potential for personal growth.

III Objectives of the Course

Framing Objective: to cultivate the practice of thinking like a pastor/counselor during times of assisting persons and communities experiencing crisis.

Specific Objectives: Having successfully completed the course, students should be able to:

A. **Explain** in writing:

1. An understanding of four major crisis theories;
2. an intervention plan for a specific kind of crisis;
3. a theological reflection on a crisis case.

B. **Express** orally via team role play an integration of theory and practice of pastoral crisis intervention.

C. **Present** in class theoretical information about the nature of a crisis portrayed through the role-play, and **respond** to questions and feedback from the class.

IV Prerequisites for the Course - none

V Time: The class will meet on the following Saturdays from 9:00am – 5:00pm: September 11, September 25, October 16, October 30, November 20.

VI Course Requirements:

A. A minimum of **1500 pages of reading** is required of students, to include the required reading and 600 pages from suggested reading. Two hours of reading and writing per one hour in class is required of students. Participants will develop **Reading Reports** (see Appendix 1 for form to be used) related to the theme or topic of the day, using a different form for each book or article read. Reports should be typed, no. 12 font, double spaced, black ink, and all reports are due on November 20.

B. **Letters to the Instructor:**

Definition:

Letters to the instructor are opportunities for students to expand their knowledge by putting into written form the thoughts, experiences and questions related to crises. They are an interactive engagement between the person writing the reflection and the subject, or the topic that the writer wants to share with the instructor. A total of four letters are required.

Subject:

The reflections are to be limited to the subjects directly related to crisis counseling. These subjects include: class presentations, research; TV; films; newspapers; personal experiences in providing or receiving crisis care and counseling; personal thoughts and feelings about the pastoral ministry; questions to oneself or to the instructor. Faith issues related to crises should be included where appropriate. The subject does not include personal journalizing, diary writing or blowing off steam.

Methodology:

1. Use personal pronouns: When referring to yourself use, I, me, my, in all cases and never use you unless it is a direct quote, or it is addressed to the instructor. Claim your own experience instead of legitimizing it through projection onto another person.
2. Avoid words like: must, should, need to, ought to, have to or other moral imperatives that sound “preachy.” This is parental language that demands compliance. Save those words for emergencies.
3. Avoid generalizations or analyzing words and phrases such as: “the truth is,” “in reality,” “all people,” “everyone,” “people say,” “research says,” and “you know.” Just tell the story, or ask the question.
4. Be as specific as possible. Use the journalistic format of who, what, when, where, and how.
5. Write for your own learning. Avoid trying to impress the professor as the

primary goal of writing. Be yourself by writing boldly. Demonstrate the struggle that comes from discovering new information, ideas and concepts. Ask yourself good growth oriented questions.

Length of the reflection: Two typed, no. 12 font pages (double spaced, black ink) will be written per reflection. The quality of the reflection is more important than the number of words.

Grading: Each reflection will be graded by the standards established in the methodology given above. Each reflection is worth five points of the total grade for the course.

Due Dates: Tuesdays; September 21; October 12; October 26, and November 16. Late papers will be reduced one grade point for each past due day.

C. Role Play of Team Research/Crisis Counseling Session:

1. Definition: A team is a small group of colleagues mutually committed to researching and presenting to the class an example of pastoral crisis intervention. This teamwork may demand more of you than doing the job alone. Most academic work is individually produced, while most ministry is accomplished through cooperation with others. This requirement is designed to help you learn how to work together in developing a class presentation involving conceptualization, planning, research, writing and execution of a specific crisis calling for pastoral intervention.

2. Methodology: Students will be divided into teams of four to five persons each to research a specific kind of crises. Each team will have an opportunity to demonstrate integration of a theory, practical assessment and intervention skills, and theological reflection through the use of role-play and actual counseling. Learnings from research and the application of techniques of crisis intervention will be demonstrated and explained in a dialogue with the class and instructor. Note: because all team members are equally responsible for the final product, all will receive the same grade for this presentation.

D. A 6-8 page **research paper** (typed, no. 12 font, double spaced, black ink) will be required by each individual team member on the subject researched and presented in class. This paper should be written in APA style, using at least 10 citations; and should integrate your identity as a pastoral caregiver with knowledge of a major theory of crisis, practical skills for assessing and pastorally intervening in the crisis event, and theological reflection upon the outcome. The paper is due no later than one week after the final class period. A hard copy (emails will not be accepted) must be postmarked by November 27, and mailed to Dr. John Galloway, 315 Dryberry Way, Casselberry, FL 32730). Late papers will be reduced one grade point for each past due day. See ATS policy on "Plagiarism and Issues of Academic Integrity."

VIII Grading System:

Numerical grades will be assigned to each item in the evaluation process. A letter grade, based upon the accumulation of numerical points will be sent to the registrar at the end of

the semester. The following percentages will be used in determining the numerical and the letter grade:

- 20% Letters to the Professor (4 – two page papers)
- 25% Final Exam (November 20)
- 20% Counseling role-play and class dialogical discussion (October 30)
- 20% Individual 6-8 page term paper on subject selected for role-play
- 10% Reading Reports due at final exam (November 20)
- 5% Attendance at all class sessions and active participation in discussions

Note ATS policy (*Catalog*, 29) that “a grade of ‘I’ (incomplete) denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment.”

VII Course Schedule:

Saturday, September 11

1. go over Syllabus;
2. Introduction to Crisis Intervention;
3. form Research/presentation teams
4. A Framework for Crisis Theory: (you should have read: chapters 1, 2, in Essentials of Crisis Counseling and Intervention; The Minister as Crisis Counselor)
5. History of Crisis Intervention
6. Six-Step Intervention Strategies: (you should have read: chapters 3, 4, in Essentials of Crisis Counseling and Intervention)

Saturday, September 25

1. review Intervention Strategies
2. Crisis Case Handling: (you should have read: chapters 5,6, in Essentials of Crisis Counseling and Intervention; and Trauma and Recovery)
3. Helping traumatized families: (you should have read: chapters 7, 8, in Essentials of Crisis Counseling and Intervention)

Saturday, October 16

Theological, sociological and psychological issues for understanding crisis counseling (you should have read Posttraumatic Growth: Positive Changes in the Aftermath of a Crisis)

Saturday, October 30

Role plays of specific crisis cases/counseling demonstrated through each team's presentation, case study and class discussion/feedback

Saturday, November 20

1. Ethical issues in crisis intervention: (you should have read: chapter 9 in Essentials of Crisis Counseling and Intervention)
2. Summary of pastoral intervention/counseling skills for growing through crises
3. Final Exam

VIII Office Hours and Contact Information

Time to talk to the instructor about course-related matters is available before and after class in the classroom, or by appointment. Students may contact the instructor at home before 9pm at 407-332-6117; or by First Class email.

IX. Texts

A. Required Reading:

Wiger, Donald E.; Harowski, Kathy J. Essentials of Crisis Counseling and Intervention. (primary text)

Herman, Judith Lewis. Trauma and Recovery.
(This is an especially important book for working with women in crisis.)

Tedeschi, et. al., ed. Posttraumatic Growth: Positive Changes in the Aftermath of a Crisis

Switzer, David S. The Minister As Crisis Counselor.
(get ready to do some theological reflection before your exam and before you are required to do it in class.)

B. Suggested Reading (choose at least 600 pages from the following):

Nichols, Michael P. The Lost Art of Listening
(This is essential reading for all pastoral caregivers)

Janoff-Bulman, Ronnie. Shattered Assumptions. (out of print)
(If you can find this book, read it first. It will indirectly help you with your theological reflections and your preaching/teaching.)

Everstein and Everstein. The Trauma Response.

Gilliand, Burl E.; Richard K. James. Crisis Intervention Strategies.
(Read one chapter at a time to page 182, then skip to page 553 and read to the end of the book. The chapters on specific kinds of crises are important, but read only the ones of most interest to you.)

H. Norman Wright. Crisis Counseling.

A preliminary Bibliography on **Crisis Counseling**:

(Books in ***Bold Italic*** are at ATS Florida, books in regular type are at ATS Wilmore)

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Anderson, R. Incarnational Ministry, 1990, Helmers & Howard

Arnold and Gemma. A Child Dies..., Aspen Systems Corp., 1983.

Bane, Donald J. Death and Ministry..., Seabury, 1975.

Berkely, James. Called Into Crisis, Word Publishing, 1989.

Beuoy, Herbert. The Heart of a Healthy Body, Upper Room, 1988.

Bradshaw, J. Homecoming: Reclaiming & Championing Your Inner Child, 1990, Bantam.

Bradshaw, J. Healing the Shame That Binds You, Health Communications, 1988.

Bush and Tiemann, The Right To Silence, Abingdon, 1989 edition.

Clemons, J. What Does the Bible Say About Suicide, Fortress, 1989.

Davidson, G. Living With Dying, Augsburg, 1984.

Davidson, Glen W., Understanding Mourning, Augsburg, 1984.

DeMause, L. The History of Childhood, Harper, 1974.

Dershimer, R. Counseling the Bereaved, Pergamon, 1990.

Estadt, Barry K., Pastoral Counseling, Prentice-Hall, 1983.

Frame, R., "Child Abuse: The Church's Best Kept Secret," Christianity Today, 29:32-4, July 15, 1985.

Harper, G. Living With Dying: Finding Meaning in Chronic Illness, Eerdmans, 1992.

Hoff, Lee Ann. People in Crisis, Addison-Wesley, 1989.

House, H. Christian Ministries and the Law, Baker, 1992.

Kaufman, Edward and Pauline. Family Therapy of Drug and Alcohol Abuse, Gardner, 1981.

Keller, J. Ministering To Alcoholics, Augsburg, 1990.

Keller, J. Alcohol, A Family Affair.

Kennedy, E. On Becoming A Counselor, Seabury, 1977.

Kennedy, E. Crisis Counseling, Continuum, 1981.

Kuenning, Delores. Helping People Through Grief, Bethany House, 1987.

Larsen, D. Caring For The Flock, 1991, Crossway.

Lindemann, E. Beyond Grief- Studies in Crisis Intervention, Aronson, 1979.

Malony, Needham, Southard, Clergy Malpractice, Westminster, 1986.

McCombie, S, The Rape Crisis Intervention Handbook, Plenum, 1980.

Medved, D. The Case Against Divorce, Donald Fine, Inc., 1989.

Menninger Foundation, Constructing the Multi-generational Family Genogram: Exploring Problem in Context, Menninger Foundation, 1983.

Mitchell, K. All Our Losses. All Our Grievs, Westminster, 1983.

Oates, Wayne E. People in Pain: Guidelines for Pastoral Care, Westminster, 1985.

Oates, W. Pastoral Care and Counseling in Grief and Separation, Fortress, 1976.

Outler, A. A Christian Context for Counseling, Hazen Foundation, 1945.

Pattison, E. Mansell. "Transference and Counter-transference" The Journal of Pastoral Care, 19:4 Winter, 1965 pp. 193ff.

- Perelli,,R. Ministry to Persons with Aids: A Family Systems Approach, Augsburg, 1991.
- Pretzel, Paul. Understanding and Counseling the Suicidal Person, Abingdon, 1972.***
- Raissier, Charles L., The Problem Clergymen Don't Talk About, Westminster, 1976.***
- Seamands, David. Healing Grace, Victor, 1988.***
- Seamands, David. Healing for Damaged Emotions, Victor, 1985 edition.***
- Shelley, M. Helping Those Who Don't Want Help, Word, 1986.***
- Stone, Howard W. Crisis Counseling, Fortress, 1976.***
- Switzer, D. Pastoral Care Emergencies, Paulist, 1989.***
- Taylor, C. The Skilled Pastor: Counseling As the Practice of Theology, Fortress, 1991.***
- Umana, F. Crisis in the Family Three Approaches, Gardner, 1980.
- Wallerstein, J. and Blakeslee, S. Second Chances: Men, Women, and Children A Decade After Divorce, 1990, Tichnor.***
- Watson, J. Courage to Care, Helping the Aging Grieving and Dying, Baker 1992.
- Wilson, S. Counseling Adult Children of Alcoholics, Word, 1989.

READING REPORT FORM
PC 515 Pastoral Crisis Intervention
Fall, 2004

Instructions: Complete one Reading Report on this form for each book or article read. On this one page, using no. 12 font, double-spaced, black ink, create a log of your reading by typing your reaction to the concepts in the material. While the Letters to the Instructor ask you to reflect more on the affective nature of your learning, these Reading Reports ask for your cognitive understanding of the material. Keep a copy for yourself; and submit all of your Reading Report forms to the instructor by November 20.

Student's name: _____ Author: _____

Title: _____ # of pages _____

Instructions: complete and bring to class on September 11

APPENDIX 2

