PC632 – Crisis Counseling

May 8-12, 2017

To develop Christ-minded leaders who make a difference in the world.

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SCHEDULE: Monday- Friday, 8:30-12:00 and 1:00-4:30 (the last 2 hours of class will be used for individual or group work related to the Friday presentations)

CREDITS: 3 – About 35 hours of class time and 90 hours of assignments outside of class. A good amount of the reading and a couple of assignments need to occur prior to the start of class time so that the student is prepared to engage and discuss. This course is primarily dialogical and requires active student participation throughout the week.

PREREQUISITES: none

DESCRIPTION:

Taylor Catalogue Description: A course focusing on helping the pastor translate theory into practical guidelines in order to be more effective in relating to those experiencing crisis situations in their lives. Some of the areas to be dealt with include: death and dying, depression, suicide, homosexuality, marital and family break-up, and family abuse. Three credits.

Doug Anderson’s Added Description: This course will introduce the student to conceptual foundations and practical skills for use when dealing with immediate crises in individual, organizational, and community crisis situations. Topics that will be addressed include PTSD, resilience, community resources for dealing with crisis situations, and best methods for intervention at various points along the continuum of trauma, to include considerations for working with special populations. This course will also seek to increase student’s understanding about the effects of trauma and pathways to recovery.

Most of the learning for this course will take place outside of class through reading, observing video lectures, and so forth. Class time will be dialogical in format, with the expectation that the student will come to class prepared. The purpose of class time is to gain clarity and understanding about concepts not grasped through outside class studies, and to discuss case material and other pertinent information that arises in the living of life and in the practice of therapy and pastoral care. Four areas of particular investment that the student should always ponder, and that will be part of class time dialogue, are multiculturalism and diversity, integration of psychological and theological material, ethical issues, and systemic perspectives.

As of 1.07.2017
This will obviously be an extremely full week with limited time outside of class during the actual week of class. The student needs to complete the pre-class reading and other assignments before the week of class. An assignment that involves individual or group presentations on the last day of class will be completed during the week of class and during class time. Added reading and some brief writing is assigned following the completion of actual class time.

Please note that this course is being taught by a psychologist and that will frame the content to a significant degree. However, our task will be to constantly discover ways to integrate that content with theological content and pastoral context. This will provide an excellent dialectic frame for this course.

**OBJECTIVES:**

Upon completion of this course, the student:

1. Will develop a good understanding of the many ways trauma and crises occur.
2. Know how trauma and crisis impacts the brain and brain processes, as well as how it impacts persons and relationships.
3. Know the criteria for PTSD and develop some ability to assess its presence or absence in someone’s life.
4. Develop a set of pastoral counseling and therapeutic skills and the knowledge needed to put those skills into actual practice when dealing with a variety of crises that arise in the lives of parishioners and clients.
5. Gain a basic understanding of how psychological and theological perspectives integrate, and recognize how an integrative approach effectively helps ministers and therapists serve persons in crisis.
6. Know about community resources in their city or region, and know how and when to access those resources.
7. Have explored his or her own history of crises and the impact in his or her own personal, relational, physical, and spiritual life.

**REQUIRED TEXTBOOK(S):**


**RECOMMENDED BOOK(S):**


This book seems to be a useful text that does a good job on the front end of defining language. Further, he integrates personal experience, theological perspectives, and current crisis counseling literature.

This book attempts to be concise and comprehensive at the same time. It is worth a look.


This concise book worth your read if you are looking for accessible literature in the area of pastoral care and crisis intervention.


This book is older and more broad in its presentation, looking at much more than just crisis counseling situations.


An even older Switzer text, but it provides a more robust look at crisis counseling methods and procedures.


This text is a brief introduction to the typical emergencies pastors will face in chaplaincy and congregational ministry.


The author states that “This volume is not written for therapeutic professionals, certified pastoral counselors, or those with extensive counseling experience. It is not written for academic use. It is written as a guide for local pastors for regular reference and guidance in dealing with daily pastoral care requirements. It is not intended as a substitute for clinical pastoral education when that is available.”


Some parts of this book may be useful to you. It has a good amount of biblical content tied to ways of ministering effectively in crisis and trauma-related situations. However, it is simplistic and popularly written.

**REQUIREMENTS:**

1. Prior to class, read Kanel chapters 1-3, 6-7, and 9-12 (260 pages). **As you read, mark up your book and be prepared to discuss what you have discovered. What needs clarity? What seems particularly helpful or useful to you? What don’t you like and why? 18 hours**

As of 1.07.2017
2. Prior to class, read Van Der Kolk chapters 1-12 (201 pages). **As you read, mark up your book and be prepared to discuss what you have discovered.** What needs clarity? What seems particularly helpful or useful to you? What don’t you like and why? **14 hours**

3. **Prior to class,** write a reflective paper of your own history of trauma and crises. For each thing or situation you believe was traumatic or a crisis for you:
   a. Describe the event or situation, noting things like your age at the time, who else was involved, how you and others dealt with it at that time, and so on. Create a historical bar graph with dates/ages across the bottom, and a scale of 0-100 up the side. Rate your perception of the severity of each traumatic experience. (see example attached)
   b. Describe how it impacted your life 1) physically, 2) spiritually, 3) emotionally, and 4) relationally at the time it occurred.
   c. Describe what interventions occurred. Who was involved (pastor, friend, counselor, police, etc.). What did they do that was helpful, and what did they do that was not helpful?
   d. Describe how the crisis or traumatic experience impacts you now.
   e. This project is intended to help you develop a historical and chronological map of your own experiences of trauma and crisis, and to heighten your self-awareness of your affect connected to those events, and how those events and experiences impacted and may continue to impact the person you are today. That said, I want you to spend a good amount of time completing this project. In pastoral ministries of any sort, just as in counseling ministries of any sort, you are always your best tool. Your level of self-awareness is critical to effective ministry. **10 hours.**
   f. NOTE: This assignment will receive full credit for completion. The value of this assignment is directly reciprocal to the effort you invest in your own self-awareness as you explore your own journey.

4. **Prior to class,** write three short vignettes of traumatic or crisis experiences others have had that involved you as a helper, caregiver, pastor… Keep these to about 250 words. We will actively parse these experiences and explore best practices in how to intervene. Please be willing to share both positive and negative experiences you have had so that we create an open format for learning and developing skills/competence. **2 hours.**

5. **During the week of class,** individually or as a small group (based on class size), decide on a crisis or traumatic situation you want to explore, and generate a presentation for the final day of class. Topics you may wish to consider should be the kinds of things you expect you will have to deal with in your life and ministry. Presentations can be very creative – a short lecture, the use of the arts (a poetry reading, painting, a song you write, drama, etc), a sermon, and so on. The length of presentations will be determined on the first day of class. **10 hours.**
6. **After the class is finished**, read Van Der Kolk, pgs 205-423 and write a 3-4 page response to what you learned from that reading. In particular, respond to the statement “I will integrate my learning from Van Der Kolk into my ministry context in the following ways.” (14.5 hours of reading and 4 hours of writing) Due June 2, 2017 Submit via Moodle **18.5 hours**

7. **After the class is finished**, invest 25 hours in reading about those aspects of crisis counseling that intrigue you, that you have questions about, and/or that relate directly to your current or anticipated ministry setting. You are free to choose what you read. Your reading may be from internet searches, books or chapters of books, or from journals. I have added a number of recommended texts to the syllabus for your consideration. The recommended books are specifically related to pastoral care and crisis intervention. Generate an annotated bibliography in which you describe in a clear and concise way the key point(s) of each source and your brief critique of that point(s). Due June 23, 2017 Submit via Moodle **25 hours**.

NOTE: Pre-class assignments are due on Monday, May 8. Completing them will prepare you well for the dialogue that will take place in class. Post-class assignment due dates are listed above.

**EVALUATION:** Grading is based on completion of assignments, participation in class, and grading of the final project. See evaluation sheet at the end of this syllabus. Complete those aspects of that form that you can complete and turn it in to me when you turn in your final assignment.

**ATTENDANCE POLICY:** This is a one week intensive class. You must be present every day.

**FINAL REMARKS:**

*Research Language.*

Your writing should employ acceptable research language which is not too informal yet reads inclusively. Avoid the use of gender specific language (e.g., Do not refer to “man” generically or to “mankind,” “men,” “he”; rather use “humankind,” “humanity,” “person,” etc.)

*Plagiarism.*

Academic honesty and integrity is essential to the academic enterprise and the Seminary community. All written work submitted must be your own. *Guidelines for Research Writing* defines plagiarism as the failure to give credit where credit is due: “To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that other person's work” (*Guidelines for Research Writing*, 2003, Rev 1.2; p. 11). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person's work or to submit an assignment previously handed in for credit in another course. Students guilty of plagiarism may receive a grade of zero for the assignment and may be brought to the attention of the Seminary’s Academic Committee.

As of 1.07.2017
**Course Withdrawal Policy**
After the period for which tuition refunds are available, a “W” will be placed on the transcript of a student who withdraws from any course. Beyond those dates, an “F” will be recorded on the student’s transcript.

**Formatting.**
All studies and papers should be typed and formatted according to the Society of Biblical Literature writing style as outlined in the Seminary’s *Guidelines for Research Writing in Religion & Theology (SBL)*. For the full stylesheet, please refer to Patrick H. Alexander, et al., ed., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (Grand Rapids: Hendrickson, 2014) which is in Reading Room.

**Moodle.**
Moodle Instructions: There is a Moodle web site related to this course located at [http://online.taylor-edu.ca](http://online.taylor-edu.ca). Please register for the class in the Moodle platform and I will use that to communicate with you about class updates between now and the actual start of the class.

**COURSE OUTLINE:**

**Monday:**
- Get to know each other and plan for the week
- Establish individual or group projects for Friday presentations
- Introduction to integration of psychological and theological material
- Exploration and discussion of readings
- Vignette dialogue
- Work on Friday presentations

**Tuesday:**
- Exploration and discussion of readings
- Vignette dialogue
- Work on Friday presentations

**Wednesday:**
- Exploration and discussion of readings
- Panel of area ministers to discuss experiences and ways of working
- Vignette dialogue
- Work on Friday presentations

**Thursday:**
- Exploration and discussion of readings
- Panel of area resources (community counseling, domestic abuse shelter, etc)
- Vignette dialogue
- Work on Friday presentations

**Friday:** Student presentations and discussion
- Student presentations and related discussion
- Catch up on things missed during the week

Areas/topics covered each day will be mapped out more clearly prior to the start of the class. Panels are not established at the time of this permutation of the syllabus. That will be determined over the next couple of months as well.

As of 1.07.2017
Evaluation for Crisis Counseling Course at Taylor Seminary

May, 2017

Name of Student: ________________________________

Please write in how much of the assignment you completed for the following three reading assignments. Grading of these assignments is based on completion of the task. (together these assignments are 35% of total course grade)

_________ Kanel book (percentage of book read)

_________ Van Der Kolk book (percentage of book read and short writing project)

_________ 25 hours of reading of personal choices with annotated bibliography (percentage of 25 hours you completed)

The following assignments are graded on the basis of completion. (together these assignments are 10% of total course grade)

- Reflective paper/project of personal history of crises and trauma. Did/did not complete.
- Generation of three short vignettes. Did/did not complete.

The final presentation is graded on the basis of: (the final presentation is 35% of total course grade)

- Quality of content
- Demonstration of practical utility of what has been learned
- Quality and effectiveness of presentation style/method

Class participation is graded on the basis of engagement observed through various forms of active participation in the class (verbal and visible) and presence in the class for all hours of class. (class participation is 20% of total course grade)

Example of a bar graph for personal history of crises and trauma:

My history of crises and trauma

- FIRED FROM JOB AT AGE 27: 4
- BROKE UP WITH GIRLFRIEND AT AGE 21: 3
- CAR ACCIDENT AT AGE 17: 3.5
- FATHER IN MILITARY 12 MONTHS: 4.5
- PREMATURE BIRTH: 2

Perceived degree of impact

As of 1.07.2017