PACO 500
INTRODUCTION TO PASTORAL COUNSELING

Professor’s notes*
As of April 16, 2008

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. The purpose of this information is to provide analysis but is not binding in any form.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 9
This course could be taken with one other course within an 8-week format with a much lower level of difficulty. However, students should be aware this is not a course to get behind in since assessment involves full participation in various weekly classroom discussions and submissions.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 9
Compared to other courses that are lecture intensive, the reading here (in books listed below) makes up the core of the course’s teaching data, i.e. reading intensive:

REQUIRED RESOURCE PURCHASES

(These resources do not necessarily reflect the beliefs of the course instructor or the Center for Counseling and Family Studies at Liberty University/Seminary.)


Uniquely You Inc. Combining 7 Spiritual Gifts with 4 (DISC) Personality Profiles. Online assessment may be purchased at http://www.uniquelyyou.net/giftedness/new-user.php for use in Week 4. Students using book vouchers should purchase a code from MBSDirect to take the assessment online. Current cost of assessment is $15.00 (price subject to change without notice). Two other assessments will be taken during week four at no charge to students.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?**

Level of demand = 3
This course contains minimal narrated lectures yet several non-narrated lecture slides along with instructor notes are provided to guide your synthesis of the learning activities (readings, assessments, web searches, and interaction with classmates).

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?**

Level of demand = 1
This course does not utilize exams for assessment.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?**

Level of demand = 8
This course contains 5 discussion board engagements of which 4 require a formal submission of material for grading. All 5 discussion boards make up 40% of grade (8% each) and involve weeks 1-7.

Students are expected to make regular posts to the Discussion Board topics provided as follows. Initial threads (including specified word count, appropriate footnotes and bibliography) must be posted by Sunday evening 11.59 pm (ET) in the week assigned. Students will then post replies (minimum of 100 words) to at least two classmates’ threads by Saturday evening 11.59 pm (ET) of the following week.

All required threads and meaningful replies will be organized and labeled on a Word document, formatted according to Chicago/Turabian seminary style and then submitted for grading. This formal submission will contain your initial thread, the initial threads of two classmate(s), your reply(s) to those classmates’ threads, and any other related material (further interaction) that be useful to the final project. This document will then be
submitted as a file attachment through the appropriate view/complete link for grading. All posts should demonstrate excellence on the graduate level (substantive, spell-checked and proofread). For complete details refer to the Discussion Board Forum Expectations found in the Essential Elements folder.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?**

Level of demand = 9
The written projects in this class are expedient but formidable. In addition to the 4 formal submissions from the discussion board, they include two Practical Book Reviews (approximately 1600 words per PBR for a total of 20% of final grade) and a 25-30 page research paper (40% of final grade) based on the solution-focused pastoral counseling model presented in the course. Students will generate and implement a short-term, solution-focused strategy for possible use in their local context of soul-care. The project will locate the student as the pastoral counselor in a case study which pursues a solution to a particular dilemma through efficient and effective pastoral counseling. By Week 2, students should choose two secondary resources in addition to the required resources to complete the final project. Further instructions for completion of this project will be found in the Essential Elements folder in the Course Overview and Guide folder.

**Additional comments:**
Students should realize though the work is demanding, all learning activities lean into the preparation of the final project. Classroom interaction (discussion board engagements and submissions) will generate a first draft of many of the materials needed for the final project. In addition to the formal engagements required, an experiential engagement is required as well. Students will generate 7 reflective journal entries (Weeks 1-7) to be included as one of the Appendices. Journaling will help students to experience an intervention often used in pastoral counseling. More details regarding the purpose and preparation of the journal is explained in Journal Expectations located in the Essential Elements folder under Course Overview and Guide.

Course Syllabus appears on following pages.
COURSE SYLLABUS
LIBERTY THEOLOGICAL SEMINARY

PACO 500
INTRODUCTION TO PASTORAL COUNSELING

COURSE DESCRIPTION
Introduces students to a model for short-term counseling that incorporates knowledge of and practice in facilitation skills, cognitive behavioral approaches, and biblical teaching.

RATIONALE
In today’s world, people in our churches and in society at large are hurting. As people go outside their own families for help, 40% of Americans turn to a local clergy person first. Therefore, leaders in ministry need to be thoroughly equipped for the work of the counseling ministry. Since counseling should not be the primary ministry of pastors, it is imperative that what they do in counseling is done with efficiency and effectiveness.

I. PREREQUISITES
None. However, admission to graduate school/seminary or permission from the professor is required. For some seminary students, this may be the only counseling class you will have. Hence, it is introductory in nature and does not require any prerequisites.

II. REQUIRED RESOURCE PURCHASES
(These resources do not necessarily reflect the beliefs of the course instructor or the Center for Counseling and Family Studies at Liberty University/Seminary.)


### III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Word and PowerPoint
   (Microsoft Office is available at a special discount to LU students.)
D. TV and VCR/DVD player
E. By Week 2, choose two secondary sources in addition to the required resources for completing the final project (see the Highly Recommended Secondary Sources document.)

### IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

A. Describe his role as pastoral counselor in a local context of soul care.
B. Structure a model for efficient and effective pastoral counseling.
C. Identify the differences between solution-focused approaches to pastoral counseling as opposed to problem-focused approaches.
D. Develop the necessary interpersonal and pastoral counseling tools/skills to facilitate efficiency and effectiveness in pastoral counseling.
E. Identify and utilize strengths/competencies in partnership with the care-seeker to build a better future under the authority of Scripture and the overarching goal of becoming imitators of Christ.
F. Develop a strategy for getting the care-seeker committed to action.
G. Connect the care-seeker to appropriate “others” in the body of Christ for the purpose of furthering growth and development by fostering accountability to the local church.

H. Apply a solution-focused, pastoral counseling approach to a particular case study and context grounded in valid assumptions for solution-focused pastoral counseling.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings, lecture presentations/notes, and online assessments

B. Journal Entries

In addition to the weekly readings, lecture presentations, and any other learning activities assigned, students should make at least two journal entries per week and submit them as one of the Appendices of the final project. Further details are provided in the Essential Elements folder located in the About Your Course area of the course.

C. Discussion Board forums (5)

Students are expected to make regular posts to the Discussion Board topics provided as follows. Initial threads (including specified word count, appropriate footnotes and bibliography) must be posted by Sunday evening 11.59 pm (ET) in the week assigned. Students will then post replies (minimum of 100 words) to at least two classmates’ threads by Saturday evening 11.59 pm (ET) of the following week.

All threads and replies will be organized and labeled on a Word document, formatted according to Chicago/Turabian seminary style and then submitted for grading as a submission/confirmation. This submission will contain your initial thread, the initial threads of two classmate(s), your reply(s) to those classmates’ threads, and any other related reply(s). This document will then be submitted as a file attachment through the appropriate view/complete link for grading. All posts should demonstrate excellence on the graduate level (substantive, spell-checked and proofread). For complete details refer to the Discussion Board Forum Expectations found in the Essential Elements folder.

D. Practical Book Reviews (2)

Students are expected to complete two practical book reviews on two of the required texts. Each book review written will be a means of responding to readings, lectures, and life experiences that require the learner to interact with new ideas and techniques on several levels. Further instructions for completion of these reviews will be found in the Essential Elements folder.

E. Final Project

Based on the solution-focused pastoral counseling model presented in this course, students will generate and implement a short-term, solution-focused strategy for possible use in the local context of soul-care. The project will locate the student
as the pastoral counselor in a case study which pursues a solution to a particular dilemma through efficient and effective pastoral counseling. By Week 2, students should choose two secondary resources in addition to the required resources to complete the final project. Further instructions for completion of this project will be found in the Essential Elements folder.

VI. COURSE GRADING AND POLICIES

A. Weight

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board forums (5 at 8% each)</td>
<td>40%</td>
</tr>
<tr>
<td>Practical Book Reviews (2 at 10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Scale

A = 94–100   B = 86–93   C = 75–85   D = 68–74   F = 0–67

C. Late Assignment Policies

A 5% deduction will be applied to all assignments (excluding DB forums) posted 1–3 days later; another 5% deduction will be applied to assignments posted 3–6 days late. The ‘grace period’ for late submissions, ends at the close of the sixth day, following the original deadline. Students must notify the instructor, by e-mail, of any anticipated delay in assignment submissions, as well as rationale for that delay.

No discussion board posts (threads & replies) will be accepted or read after the last day of the posting period. Since DB forums are time sensitive and an online classroom experience, students will transition from one forum to another and not revisit the previous one; nor will the course instructor. The course instructor understands the occasional need for ‘grace’ and acknowledges that some emergency circumstances (family emergencies, serious illness, computer/internet crises, and natural disasters) may interfere with meeting assignment deadlines. However, the expectation is to regularly meet the deadlines listed in the syllabus and/or course chart. Physician verification of illness may be required.

D. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.