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PC 515 Pastoral Crisis Intervention

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PC515: PASTORAL CRISIS INTERVENTION
ASBURY THEOLOGICAL SEMINARY
Spring 2006

Prof: Dr. Tapiwa N. Mucherera, Ph.D.
OFFICE HOURS: by appointment
CLASS TIME: Tuesday 2:30-5:00pm

OFFICE: 4TH FLOOR STANGER HALL
OFFICE PHONE: 858-2289
CLASS ROOM:

COURSE DESCRIPTION

This advanced counseling course is based upon the premise that crises are an essential aspect of any structured understanding of human life and development. The class will cover episodes of crises in people's lives where the stakes are very high for disintegration or for 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.

Upon completion of this course students will be able to:

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.
5. demonstrate pastoral crisis intervention and counseling skills within role-plays.

Required Course Texts:

Cooper Burton Z., Why God Atlanta: John Knox Press, 1988
Soelle Dorothee, Suffering Philadelphia: Fortress Press, 1988.
Gilliland, B. E. & James, R. K. (2004). Crisis Intervention Strategies (4th Ed.). New York: Brooks/Cole.
Janoff-Bulman, R. (1992). Shattered Assumptions: Towards a New Psychology of Trauma. New York, NY: The Free Press.

Recommended Course Texts:

Kuenning Deloris, Helping People Through Grief. Bethany House Publishers, 1987.
Scott, M.J. & Stradling, S. G. Counseling for Post-Traumatic Stress Disorder. London: Sage.1992.

Course Requirements

You are expected to attend all classes and participate in small group activities and discussions. Poor attendance can negatively impact your final grade.

Counseling Practice: You have two 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. During each round, you will have an opportunity to be a client, a pastoral

counselor, and an observer. You should be able to complete your practice sessions within 50 minutes.

The role play your group will present in class **will be video-taped**. The role plays will last no longer than 30 minutes. We will debrief and get feedback in class from other peers.

1. **Theological Integration Paper (30% - 30 points) Due**

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*, and your theology of pain. Address these issues in an integration paper. Three quarters of your paper must engage the above mentioned texts in your psychological and theological integration. Please do not just give me your story. Your grade will depend on how you utilize the material from the text into your paper. As much as you are depending on materials used for the class readings, please CITE material you use from these texts properly. Use APA or Turabian style for this paper. **(10 to 12 pages)**:

From *Shattered Assumptions*: 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?

From *Why God*: How did you experience God in the midst of this crisis? How did you theologically address the question of "Why does God allow me to suffer so?"

From class lectures and *Shattered Assumptions*: What helped you to move through this time of crisis?

What Scriptures are particularly salient to a discussion of a theology of pain and crisis? Why?

Your paper is to be typed, double spaced. 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 material from 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. This is not a paper on your life story only. You will not get a good grade if 1/2 of the paper is just your story with no theoretical/ theological integration.

2)a. Pastoral Crisis Counseling Practice- **Role play and Feedback outside of class (10% - 10 points) *No role-play feedback reports will be accepted after Feb 28, 2006.*** You will work in trios to refine your pastoral counseling skills during your practice sessions on an established crisis-counseling situation. One participant is the client, another the pastoral counselor and the third member is the observer. Each person should be the pastoral counselor one time during rounds. Focus on the following pastoral person's skills in giving a one page feedback on:

- (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.

2b). Following your presentation to the class about the topic you researched, and **the video taped role play**, the class and the professor will ask questions and give you feedback. The role-play will be **video taped, and you will hand in the video-tape of your role-play at least two (2hrs) before class to VIS Center at X2100**. Twenty five (**25 minutes**) will be allocated for the role-play. I expect you to practice outside of class at times agreeable to your group. 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. The role play and presentation are worth **30 % - 30points**.

3. Research Paper (30% - 30 points) Due

You will sign up for a research paper topic (15-18 pages) within the first weeks of class. This information will form the knowledge base for your pastoral crisis counseling video role play. Each group will prepare a research paper that deals with the following items.

A. What are the critical psychological, interpersonal, and social issues surrounding the person's crisis? Remember to consider such things as, but not limited to, developmental, gender, cultural, socio-economic, and ethnic issues. (5-6 pages).

B. What are the obvious issues that are pertinent to counseling this kind of parishioner? What are the key counseling issues to consider during your first few sessions? What issues surrounding the issue would need follow-up, say how and why? (4-5 pages).

C. Identify significant theological and spiritual issues that you believe will be most salient for this client and state how your pastoral theological perspective addresses these concerns. (3-4 pages). (*Interact the text Suffering in coming to your pastoral theological perspective.*

D. Identify the kind of ministerial or pastoral approach that would be most appropriate for this kind of personal crisis. Create a ministry plan/program to address this issue in your church. (3-4 pages).

E. Follow APA Publication Manual or Turabian for formatting of citations and reference list. Be consistent and use only one style or format.

Schedule:

Feb:	7 -	Orientation to PC515 Lecture - Read Chapter one Crisis Intervention Strategies <i>Basic listening and Attending Skills</i>
Feb	14	Lecture - Read Chapter two Crisis Intervention
Feb	21	Lecture - Read Chapter three Crisis Intervention (Class meets in SH123)
Feb	28	Lecture - Read Chapter 14/15 Crisis Intervention All TRIO Role-play reports due

March 7 Shattered Assumptions Read Parts One & Two, be prepared to discuss in class
Shattered Assumptions Read Parts Three and Four & be prepared to discuss

Practice for grp presentations & role play

March 14 Why God? Chapters 1-3 – Be prepared to discuss in class
Why God? Chapter 4-5 - Be prepared to discuss in class

Practice for grp presentations & role play

March 21 Lecture - Gilliland PTSD -Chapter Four
Suffering Chapter 6

Practice for grp presentations & role play

March 28 Gilliland Crises of Lethality -**Chapter 5** - *Group Role play & feedback*
Suffering Chapter 5 *Suffering & Learning*

(Theological Integration paper due in class on the 28th March, 2006).

April 3- 7 Reading Week

April 11 Gilliland Sexual Assault -**Chapter 6** - *Group Role play and Feedback*
Suffering - Chapter 3 *Suffering and language*

April 18 Gilliland Battered Spouse and the batterer – **Chapter 7**-*Group role play and*
Suffering *feedback*
Chapter 1 *A Critique of Christian Masochism*

April 25 Gilliland Hostage /School Crises- **Chapter 11 & 12** *Group Role play and*
Suffering *feedback*
Chapter 2 *A Critique of Post-Christian Apathy*

May 2 Gilliland Bereavement and Loss -**Chapter 9** -*Group role play and feedback*
Suffering Chapter 4 The truth in acceptance

May 9 Gilliland - Addictions – Chemical Dependency -**Chapter 8** – Group role play & feedback
Burnout – Chapter 13 – Lecture Critical Incidence debriefing

Final group project due in my office @ 5:00pm on May 12th, 2006