

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2008

PC 515 Pastoral Crisis Intervention

Stephen P. Stratton

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Stratton, Stephen P., "PC 515 Pastoral Crisis Intervention " (2008). *Syllabi*. Book 45.
<http://place.asburyseminary.edu/syllabi/45>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

Pastoral Crisis Intervention

Asbury Theological Seminary
Spring 2008

PC 515 (Three Hours)
Tuesday/Thursday 2:30-3:45 PM
Professor: Stephen P. Stratton, Ph.D.
Email: steve_stratton@asburyseminary.edu

Office Location: Stanger 413, 859-858-2289
Office Hours: 1:00-2:00 PM (T/Th); 4:00-5:00 PM (Th)

Course Description:

This advanced pastoral 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 learn about 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.
4. Demonstrate pastoral crisis intervention and counseling skills within role-plays.

Required Course Texts:

- Cooper, B. Z. (1988). Why God? Atlanta: John Knox Press.
- Gilliland, B. E. & James, R. K. (2004). Crisis intervention strategies, (5th Ed.). New York: Brooks/Cole.
- Janoff-Bulman, R. (1992). Shattered assumptions: Towards a new psychology of trauma. New York, NY: The Free Press.
- National Child Traumatic Stress Network and National Center for PTSD. (2005). Psychological First Aid: Field Operations Guide
- Townsend, L. (2006). Suicide: Pastoral Responses. Nashville: Abingdon Press.
- Yancey, P. (1988). Disappointment with God: Three Questions No One Asks Aloud. Grand Rapids, MI: Zondervan.

Recommended Course Texts:

- Kuenning D. (1987). Helping People Through Grief. Minneapolis: Bethany House Publishers.

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. Completion of any and all readings is required.

1. Theological Integration Paper (10 pages; 50 points)

Identify a time or times in your life when you experienced a period of crisis. Then, synthesize the experiences with your understanding from class lectures, Crisis Intervention Strategies, Shattered Assumptions, Disappointment with God, and Why God?. Address these issues in an integration paper. Please do not give me your story alone. Three quarters of your paper must engage the above mentioned texts in your psychological and theological integration. Your grade is dependent on how you utilize the material from those texts in your paper. Even though you are using materials from the class, please cite, using APA style, those you use for this paper.

From lectures and Crisis Intervention Strategies: Describe the kind of crisis you experienced in your life. Define and describe the elements of crisis that were especially present in your situation.

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? If you did not experience any “shattered assumptions,” discuss the things that helped you sustain the assumptions that you maintained. Pay particular attention to how your view of God and your spiritual life factored in at this point.

From Why God and Disappointment with 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 all material: 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 with one inch margins. This is your opportunity to integrate reflectively the lectures and reading material to date. Remember that this needs to be more than just a 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.

2. Pastoral Crisis Counseling Practice and Feedback (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 not less than 30 minutes each. 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. Feedback will be given in written form to partners and professor.

3. Research Paper (15 pages; 50 points)

You will have the opportunity to sign up for a group research paper topic within the first weeks of class. Your topic will be associated with the categories of crisis that are presented in the Crisis Intervention Strategies text. The discussion of these chapters is staggered during the second half of the semester. Each group will be responsible for posting their paper to the Course Discussion Center when the paper is due. This information will also form the knowledge base for your pastoral crisis counseling video role play and class presentation. Using APA Publication Manual formatting of citations and references, 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 crisis topic? Remember to consider such things as, but not limited to, developmental, gender, cultural, socio-economic, and ethnic issues. (5 pages).
- b. What are the obvious issues that are pertinent to care and counseling of a parishioner with this kind of experience? 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 pages).
- c. Identify significant theological and spiritual issues that you believe will be most salient for a parishioner and state how your pastoral theological perspective 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 pages).
- d. 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. (3 pages).

4. **Presentation and Video taped role play (30 points)**

You and your group will prepare a presentation that includes a video taped role play of persons facing the crisis topic from your research paper. Twenty five (**20-25 minutes**) will be allocated for the role-play. Practice outside of class is expected for the presentation. 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.

5. **Examination (80 points)**

The midterm will be a combination of objective and essay type questions. These questions will be drawn from all readings and classroom presentations.

Course Policies

Attendance. 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) will be permitted to 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.
- *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 ATS 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.

Grading:

The final grade will be based on your cumulative point total. There will be 240 points possible. Letter grades will be determined as follows:

A:	100-95% = 240 – 228 points
A-:	94-92% = 227 – 220 points
B+:	91-89% = 219 – 214 points
B:	88-85% = 213 – 204 points
B-:	84-82% = 203 – 197 points
C+:	81-80% = 196 – 192 points
C:	79-75% = 191 – 180 points
C-:	74-70% = 179 – 168 points
D:	69-60% = 167 – 144 points
F:	59% and below = 143 points and less