

*School of Graduate and Continuing Studies  
Olivet Nazarene University*

# **Counseling**

PRM 410

May 21-25, 2018

## **Syllabus**

Bachelor of Applied Science in Practical  
Ministries

for

Salvation Army Officers



Rev. January 2018

# Counselling PRM 410

## Statement of Faith

“As an educational enterprise of the Church of the Nazarene, we pursue truth in order to glorify the God and the Father of our Lord Jesus Christ: praying for the coming of the Spirit; remembering the promise of Scripture and tradition; keeping our hearts faithfully attuned to the voice of God; and being thoughtfully, acutely, and critically engaged.” 2002-2004 Catalog. Bourbonnais, IL: Olivet Nazarene University.



**Professor of Record: Major Marc Johnson, MA**  
Phone 773.824.6718  
Email [marc\\_johnson@usc.salvationarmy.org](mailto:marc_johnson@usc.salvationarmy.org)  
Mailing Address 1250 W. 119<sup>th</sup> St., Chicago, IL 60643

**Instructor: Captain Jamie Winkler, MSW, MBA, CNPM**  
Phone (313) 361-6136  
Email [jamie\\_winkler@usc.salvationarmy.org](mailto:jamie_winkler@usc.salvationarmy.org)  
Mailing Address 3737 Lawton, Detroit, MI 48208

**Instructor: Major Nancy Holloway**  
Phone (573) 442-3229  
Email [Nancy\\_Holloway@usc.salvationarmy.org](mailto:Nancy_Holloway@usc.salvationarmy.org)  
Mailing Address 1108 W. Ash St., Columbia, MO. 65203

## COURSE DESCRIPTION/OVERVIEW

---

This course will focus on skill development related to the art of Counseling. As the majority of the students either are or will be pastors, the course will focus primarily on the area of Pastoral Counseling. The course will be taught in a lab format. Among the topics considered will be empathic attunement, assessment, active listening, responding, theological assessment, and counseling theories. Approximately 40% of the class will be spent in skill practice. Students must be willing to participate in Practice Counseling sessions.

## COURSE MATERIALS

---

### TEXTBOOK/REQUIRED READING

Miller, W.R. & Jackson, K.A. (2010). *Practical psychology for pastors*. (2<sup>nd</sup> ed.). Eugene, OR: Wipf & Stock Publishers ISBN: 1608996131

Kornfeld, M. (2000). *Cultivating Wholeness: A guide to care and counseling in faith communities*. New York, NY: Continuum ISBN: 0826412327

## LEARNING OBJECTIVES

---

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

- Understand the foundational theories of counseling and pastoral counseling
- Utilize the skills and knowledge of pastoral counseling in their ministry
- Understand appropriate use of self and experience in one's ministry
- Objectively critique past, present and future pastoral counseling experiences

## LEARNING OUTCOMES

---

**The following outcomes are expected of each student for this course:**

- Completion of required reading prior to the first day of on-campus classes.
- Completion of pre-course reflection paper **Due during first class on May 21, 2018**
- Completion of self-assessment tools **Due during first class on May 21, 2018**
- Participation in practice counseling sessions in the roles of counselor, client and observer **During class**
- Completion of post-course reflection paper **Due June 23, 2018**
- Completion of post-course case study paper **Due August 11, 2018**
- Attendance and participation in class

## COURSE ASSIGNMENTS

---

### **Pre-Course Reflection Paper**

**Due May 21, 2018 during the first class**

The following quote from the class textbook, *Cultivating Wholeness*: "We cannot listen to others unless we know, first, how to listen to ourselves." (p 48) is to be used as the springboard for this assignment.

Write a reflection paper regarding your response to this quote. Include in your paper, your awareness of how well you are able to listen to yourself and the kinds of issues that might be, or have already been, a barrier to your ability to minister effectively in counseling. The paper is to be 5 pages in length, not including cover page. Please hand in this paper in written form (not email) in the first class.

### **Pre-Course Self-Assessment Tools**

**Due May 21, 2018 during the first class**

Front line ministry can be very challenging and taxing at times. Priorities, boundaries and balance are key to maintaining who you are, what you value and how you relate to others. Complete the self-assessment tools prior to the first class and be prepared to discuss insights you received and how this relates to your current role, key relationships and yourself.

There are three brief pre-course assignments that you need to complete, and are as follows:

- How vulnerable are you to stress (pages 7-8)
- Compassion Satisfaction/Fatigue Self-Test (pages 12-16)
- Satisfaction with Life Scale (page 24)

They are self-evaluation tools that will help you discern where you are at as a helper to those in crisis. They will need to be turned in at the beginning of our first class together. The Compassion Satisfaction/Fatigue Self-Test can be a bit confusing regarding scoring, so if you have any questions please do not hesitate to ask! The other pages in the attachment are for your reference, and have many tools for dealing with compassion fatigue.

### **Textbook Reading Requirement**

**Due May 21, 2018 during the first class**

The instructors have carefully chosen textbooks that we think will be helpful to you in your ministry as counselors and pastors. We will be using content from the books in the course but will not be relying heavily on them during class time. The reading of the textbooks prior to the course is required and assumed. Please include at the end of the first assignment, a signed statement that you have thoroughly read both books, or if not read in their entirety, the percentage read of each textbook.

### **Practice Counseling**

**Participation during the entire course**

Throughout the course students will participate in a number of practice counseling sessions. More detailed instructions about the practice counseling group format will be given in class. Students will participate in the following ways:

**Counselor:** Students will function in the role of the counselor for practice counselling sessions. The session length and frequency will be determined by the class size. Following the session, the counselor will verbally assess their own performance and respond to questions from observers. Depending on class size, each student will be in this role 2-3 times during the term. The skill practice will occur in small group settings.

**Client:** The student will function in the role of the client for practice counseling sessions. While this exercise is somewhat artificial, as it is being done in a classroom setting, it is **NOT** role play. The client is to choose and discuss an issue that is real to them and pertinent to their lives. Students are to take care of themselves and choose issues that they are comfortable talking about in the class. It is strongly recommended that students do not choose traumatic issues for this experience. Depending on class size, all students are expected to function in this role at least 2-3 times during the course. As the student will have the same counselor each time, it is recommended that one issue be used for all of the sessions. This will allow the counselor to build on the previous session(s).

**Observers:** When students are not in either the counselor or client role they will function as observers. Students will keep track of the session as it progresses. At the end of the session they will dialogue with the counselor, asking questions relevant to the session that they have just observed.

### **Post Course Reflection Paper**

**Due June 23, 2018**

This content of this course is very practical. Choose five (5) significant concepts that you learned in the course and write a one page reflection on each of the five concepts. Please include in your paper how you will apply this new learning to yourself and to your future ministry. The paper should be 5 pages in length, not including cover page and/or references.

### **Post Course Case Study Paper**

**Due August 11, 2018**

Following the course, students are to engage in a counseling situation with a real client. You must have between 2-5 sessions of at least 45 minutes each, with 3-4 sessions being optimal.

Once that experience is completed, write a case study paper about your experience. Please ensure that client names and any identifying details are disguised. It is acceptable to refer to the client by a fictitious first name only. Your paper should include the following:

- Description of Client / Context - This section includes a description of the client and the setting in which the counseling took place. What is your relationship to the client? (eg pastor) Where did the session(s) take place? How many sessions did you have?
- Presenting Problem – What was it that made the client seek out your assistance for counseling? What did they identify as their presenting problem? Were there other problems that you discovered underlying the presenting problem?
- Your Approach to Counselling – What were your goals for the session(s)? Did you use any particular approach / theory of counseling in the session(s)?
- Vignettes – Include three or four short vignettes (no more than 1 page each) showing how you applied the class and textbook material and skills in the session(s). A format for the vignettes will be discussed in class.
- Future Focus – If you were to continue counseling this client, what would your goals for the future be? What specific theories or skills would you use? Does this client require a referral to additional professionals? If so, please indicate your reasons for referral and how you would go about doing this.
- Your critique of how the counselling went – In your opinion, how did your sessions go? What would you do differently next time? Where there any areas of difficulty? How did you apply the course content and skills in the sessions? How well were you aware of your own internal experience during the sessions?

The paper is to be 10 pages in length, not including cover page and references.

## ATTENDANCE, PARTICIPATION, AND TARDY POLICY

As you are aware, the School of Graduate and Continuing Studies is required to closely monitor the attendance of all learners enrolled in our programs. It is very important that the student attend every hour of instruction. Attendance is taken in the morning and afternoon. Students may not miss more than three hours of instruction and receive full credit for the course – and only with prior approval of Director of SACEP, Professor of Record and instructor. All absences should be reported to Professor of Record.

Instructors will address tardiness on an individual basis. Learners are expected to arrive for class on time and remain for the entire four hour period  
Participation is not the same as attendance. Participation requirements are determined by the instructor and may include prohibitions against non-class related use of computer or phone during class.

## ACADEMIC INTEGRITY — (SCHOOL OF GRADUATE & CONTINUING STUDIES)

Academic violations and dishonesty are defined as deception of others about one's own work or about the work of another. Examples of academic violations include, **but are not limited to:**

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (**plagiarism**). All work submitted by a learner must represent the learner's original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. The use of a textbook or notes during an examination without permission of the facilitator.
4. The receiving or giving of unauthorized help on assignments.
5. Submitting for credit borrowed or purchased papers.
6. Unauthorized multiple submissions of papers.
7. Defacing or unauthorized removal of course materials or equipment from classrooms, offices, or the library.
8. Dishonesty in reporting completion of reading assignments.
9. Signing the roll for someone who is not present in class.
10. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
11. Tampering with or destroying the work of others.
12. Lying about academic matters.
13. Falsifying college records, forms, or other documents.
14. Unauthorized access of computer systems or files.
15. Violating copyright of any form of media.

Learners who are guilty of academic violations can expect to be penalized. A course facilitator whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the learners, in writing, at the beginning of the course. Those facilitators who fail to do so have no basis for disciplinary action in instances of purported learner dishonesty outside of the above provisions.

The course facilitator has the authority to deal with instances of academic dishonesty within the following guidelines:

1. Courses of action may include, but are not limited to, the following:
  - a) Work may not be redone, and no credit is given for that particular assignment.
  - b) Alternative assignments may be given for full or partial credit.
  - c) The learner may be dismissed from the university.
2. Course facilitators must report any incident of violation of the policy on academic integrity to the Dean for Graduate and Continuing Studies through the SACEP Director. Following two reports against a particular learner, action is initiated that may lead to dismissal of the learner from the University.
3. The learner has the right to appeal action under this policy through the regular channels as established by the grade-appeals process.

## GRADING SYSTEM

---

### Undergraduate Courses

A	94-100	A- 90-93.9%	B+ 87-89.9	
B	83 -86.9	B- 80 -82.9	C+ 77-79.9	C 73 – 76.9
C-	70 -72.9	D+ 67-69.9	D 63 – 66.9	D - 60-62.9
F	<60			

**A** = Excellent Performance; outstanding, thoughtful responses, willing to self-evaluate. Open to others perspectives and opinions; engages in a thoughtful and respectful manner within areas of disagreement. Student brings experience, outside sources and personal insights to discussions, activities and projects. There is evidence of careful attendance to assignments; neat and creative presentations (written or oral). Student attends to time frames given for presentations and assignments.

**B** = Above Average Performance is above average in all areas; outstanding in some ways;

**C** = Satisfactory: Performance is generally acceptable; needs to improve in some areas

**D** = Marginal: Performance lacking in many areas; barely meets minimum requirements

**F** = Unsatisfactory performance

## WEIGHTING OF COURSE ASSIGNMENTS

---

Participation, Practice Counseling and Required Reading and Assessment Tools	20%
Pre- Course Reflection Paper	25%
Post Course Reflection Paper	25%
Post Course Case Study Paper	30%

## LATE POLICY

---

Due dates for course assignments are provided with the anticipation of timely and successful completion. Late work is not anticipated. If an emergency arises preventing the student from submitting the assignment on the due date, the assigning instructor must be contacted prior to the due date for consideration of an assignment extension. Only one (1) assignment may be considered for an extension. The longest extension permitted is ten (10) days.

Any late work received without first contacting the instructor will be subject to a reduction of one third letter grade per week. (Ie: A work becomes an A-)

No work will be accepted following the completion of the SACEP course, which is August 20, 2018. Incomplete work will become a zero (0), and will be factored into the final grade as such.

## COURSE OVERVIEW – DAILY SCHEDULE\*

---

**\*Please note that the contents of the schedule will not change, however, the class times may be revised due to availability of instructors.**

### Monday: 1:00 – 2:45

1:00 – 1:40	Course housekeeping / assignments etc	<b>Pre-Course Reflection Paper is Due</b>
1:40 – 2:45	Attending To Clients	<b>Self- Assessment tools Due</b>
2:45 – 3:00	Break	<b>Statement of textbooks read Due</b>
3:00 – 4:45	Responding To Affective Content & Pastoral Confidentiality	

### Tuesday: 8:00 – 11:00

8:00 – 9:50	Brief Solution-Focused Therapy
9:50 – 10:05	Break
10:05 – 11:00	Responding To Cognitive Content
11:05 – 11:45	Devotions

### Tuesday: 1:00 – 4:45

1:00 – 2:45	Counselling Demo
-------------	------------------

2:45 – 3:00 Practice Counselling Sessions  
Break  
3:00 – 4:30 Practice Counselling Sessions  
4:30 – 4:45 Debrief

Wednesday: 8:00 – 4:45

8:00 – 9:50 The Helping Relationship and Pastoral Counseling  
9:50 – 10:05 Break  
10:05 – 11:00 Pastoral Emergencies - Death / Grief  
11:05 – 11:45 Devotions

Wednesday: 1:00 – 4:45

1:00 – 2:45 Counselling Scenario Discussion  
Practice Counselling Sessions  
2:45 – 3:00 Break  
3:00 – 4:30 Practice Counselling Sessions  
4:30 – 4:45 Debrief

Thursday: 8:00 – 11:00

8:00 – 9:50 Know Yourself – What You Bring With You  
9:50 – 10:05 Break  
10:05 – 11:00 Pastoral Emergencies - “Spiritual Crisis & Questions”  
11:05 – 11:45 Devotions

Thursday: 1:00 – 4:45

1:00 – 2:45 Counselling Scenario Discussion  
Practice Counselling Sessions  
2:45 – 3:00 Break  
3:00 – 4:30 Practice Counselling Sessions  
4:30 – 4:45 Debrief

Friday: 8:25 – 11:45

8:00 – 8:20 Devotions  
8:25 – 9:15 Pastoral Emergencies - Hospital Visitation  
9:15 – 9:30 Break  
9:30 – 11:15 Marriage Counselling  
11:15-11:30 Course Conclusion, Assignments, Final Questions, Etc.  
11:30 – 11:45 Course Evaluations

**11:45 SACEP ENDS**

## **POLICY ON RETURNING ASSIGNMENTS TO STUDENTS:**

---

The SACEP policy requires faculty to return assignments within two weeks (14 days) after the assignment is due.

## **APA GUIDELINES**

---

All students are expected to follow APA guidelines in submitting work.

Access the **School of Graduate and Continuing Studies Student Success Website** for help with APA formatting, citations, and references.

Go to <http://my.olivet.edu>

Type your User Name and Password.

Locate the Home tab. Click on "SGCS."

Locate the Student Support tab at the top of the page and click on "Tools for Success."

On the bottom of the Student Success Resource Center team page, click on "Click here for the Student Success Site Directory"

The bottom left of the Academic Strategies tab has links for APA formatting, rules for citations and references, frequently made errors, APA resources, and Benner Library. An APA sample paper is included.

From the Student Success Resource Center team page, you may also access APA resources on the left hand side of the page under Academic Strategies or the right hand side of the page under Academic Strategies Home.

## **APPENDICES (RUBRICS)**

---

The rubrics begin on the next page.

## PRM 410 Counseling

Pre-Course Reflection Paper

Name: \_\_\_\_\_

<b>The provided quote is used as a springboard for the paper. – Total 5 points</b>							<b>Points</b>
<b>Criteria</b>	Clear use of springboard quote in the paper.	Vague use of springboard quote in the paper.	No use of springboard quote in the paper.				
<b>Quote used as springboard</b>							
<b>Score</b>	<b>5</b>	<b>3</b>	<b>0</b>				
<b>Student demonstrates ability to listen to themselves – Total 25 points</b>							
<b>Criteria</b>							
<b>Ability to listen to self</b>	Student shows excellent ability to listen to themselves	Student shows good ability to listen to themselves	Student shows satisfactory ability to listen to themselves	Student shows fair ability to listen to themselves	Student shows poor ability to listen to themselves	Student shows no ability to listen to themselves	
<b>Score</b>	<b>25</b>	<b>21</b>	<b>17</b>	<b>10</b>	<b>5</b>	<b>0</b>	
<b>Student able to identify issues and / or barriers to effectiveness in counseling – Total 25 points</b>							
<b>Criteria</b>							
<b>Identify issues and / barriers</b>	Student shows excellent ability to identify issues / barriers effectively	Student shows good ability to identify issues / barriers effectively	Student shows satisfactory ability to identify issues / barriers effectively	Student shows fair ability to identify issues / barriers effectively	Student shows poor ability to identify issues / barriers effectively	Student shows no ability to identify issues / barriers effectively	
<b>Score</b>	<b>25</b>	<b>21</b>	<b>17</b>	<b>10</b>	<b>5</b>	<b>0</b>	
<b>Student able to discuss his / her insight into how the issues and / or barriers might affect his / her counseling – Total 25 points</b>							
<b>Criteria</b>							
<b>Discuss how issues and / or barriers might affect counseling</b>	Student shows excellent ability to discuss how his / her issues and / or barriers might affect counseling	Student shows good ability to discuss how his / her issues and / or barriers might affect counseling	Student shows satisfactory ability to discuss how his / her Issues and / or barriers might affect counseling	Student shows fair ability to discuss how his / her Issues and / or barriers might affect counseling	Student shows poor ability to discuss how his / her issues and / or barriers might affect counseling	Student shows no ability to discuss how his / her Issues and / or barriers might affect counseling	
<b>Score</b>	<b>25</b>	<b>21</b>	<b>17</b>	<b>10</b>	<b>5</b>	<b>0</b>	

<b>APA Style, Spelling, Grammar, Typing , Paper Length – Total 20 points</b>							
--	--	--	--	--	--	--	--

Criteria							
<b>Paper Length –</b>	Paper is at least 5 complete pages in length	Paper is between 4 and 5 pages in length	Paper is between 3 and 4 pages in length	Paper is between 2 and 3 pages in length	Paper is between 1 and 2 pages in length	Paper is less than 1 page in length	
<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
<b>APA Style</b>	Paper is written in APA Style	No more than 2 errors in APA style	More than 2 errors in APA style	Paper is not written in APA style			
<b>Score</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>			
<b>Spelling, Grammar, Typos –</b>	Paper includes no spelling, grammar or typing errors	Paper includes no more than 2 spelling, grammar or typing errors	Paper includes no more than 4 spelling, grammar or typing errors	Paper includes no more than 5 spelling, grammar or typing errors	Paper includes no more than 6 spelling, grammar or typing errors	Paper includes 7 or more spelling, grammar or typing errors	
<b>Score</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>	
						<b>Total Points</b>	
						<b>Grade For Paper</b>	

**PRM 410 Counseling**

**Post –Course Reflection Paper**

**Name:**

<b>Thesis statement – Total 5 points</b>							<b>Points</b>
<b>Criteria Thesis Statement</b>	Clear thesis statement describing what will be covered in this paper.	Paper includes a thesis statement but it is not clear as to what will be covered in this paper.	No thesis statement included				
<b>Score</b>	<b>5</b>	<b>3</b>	<b>0</b>				
<b>Identify and reflect on 5 significant concepts learned in the course – Total 20 points</b>							
<b>Criteria</b>							
<b>Reflection on concepts learned in course</b>	Student provides 1 page reflection on 5 significant concepts learned	Student provides 1 page reflection on 4 significant concepts learned	Student provides 1 page reflection on 3 significant concepts learned	Student provides 1 page reflection on 2 significant concepts learned	Student provides 1 page reflection on 1 significant concepts learned	Student does not provide reflections on significant concepts learned	
<b>Score</b>	<b>20</b>	<b>17</b>	<b>14</b>	<b>10</b>	<b>5</b>	<b>0</b>	
<b>Student shows solid reflection skills in paper. – Total 30 points</b>							
<b>Criteria</b>							
<b>Reflection Skills</b>	Student shows excellent reflection skills.	Student shows good reflection skills.	Student shows satisfactory reflection skills.	Student shows fair reflection skills.	Student shows poor reflection skills.	Student shows no reflection skills.	
<b>Score</b>	<b>30</b>	<b>25</b>	<b>19</b>	<b>10</b>	<b>5</b>	<b>0</b>	
<b>Student shows insight in application of new concepts to life and ministry – Total 25 points</b>							
<b>Criteria</b>							
<b>Show insight and application of new concepts</b>	Student shows excellent insight as to the application of new concepts into his / her life and ministry	Student shows good insight as to the application of new concepts into his / her life and ministry	Student shows satisfactory insight as to the application of new concepts into his / her life and ministry	Student shows fair insight as to the application of new concepts into his / her life and ministry	Student shows poor insight as to the application of new concepts into his / her life and ministry	Student shows no insight as to the application of new concepts into his / her life and ministry	
<b>Score</b>	<b>25</b>	<b>21</b>	<b>17</b>	<b>10</b>	<b>5</b>	<b>0</b>	

<b>APA Style, Spelling, Grammar, Typing , Paper Length – Total 20 points</b>								
<b>Criteria</b>								
<b>Paper Length –</b>	Paper is at least 5 complete pages in length	Paper is between 4 and 5 pages in length	Paper is between 3 and 4 pages in length	Paper is between 2 and 3 pages in length	Paper is between 1 and 2 pages in length	Paper is less than 1 page in length		
<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>		
<b>APA Style</b>	Paper is written in APA Style	No more than 2 errors in APA style	More than 2 errors in APA style	Paper is not written in APA style				
<b>Score</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>				
<b>Spelling, Grammar, Typing –</b>	Paper includes no spelling, grammar or typing errors	Paper includes no more than 2 spelling, grammar or typing errors	Paper includes no more than 4 spelling, grammar or typing errors	Paper includes no more than 5 spelling, grammar or typing errors	Paper includes no more than 6 spelling, grammar or typing errors	Paper includes 7 or more spelling, grammar or typing errors		
<b>Score</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>		
							<b>Total Points</b>	
							<b>Grade For Paper</b>	

**PRM 410 Counseling**

**Case Study Paper**

**Name:**

<b>Description of Client / Context – Total 5 points</b>							<b>Points</b>
<b>Description of client and context</b>	Clear description of client and context	Fair description of client and context	No description of client and context				
<b>Score</b>	<b>5</b>	<b>3</b>	<b>0</b>				
<b>Identify presenting problem(s) and approach to counseling / goals – Total 15 points</b>							
<b>Criteria</b>							
<b>Presenting Problem(s), Counseling Approach, and Goals</b>	Excellent discussion of presenting problem(s), approach to counseling and ability to set goals	Good discussion of presenting problem(s), approach to counseling and ability to set goals	Satisfactory discussion of presenting problem(s), approach to counseling and ability to set goals	Fair discussion of presenting problem(s), approach to counseling and ability to set goals	Poor discussion of presenting problem(s), approach to counseling and ability to set goals	No discussion of presenting problem(s), approach to counseling and ability to set goals	
<b>Score</b>	<b>15</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>0</b>	
<b>Vignettes – Total 30 points</b>							
<b>Criteria</b>							
<b>Vignettes</b>	Vignettes show excellent application of skills in the counseling	Vignettes show good application of skills in the counseling	Vignettes show satisfactory application of skills in the counseling	Vignettes show fair application of skills in the counseling	Vignettes show poor application of skills in the counseling	Vignettes show no application of skills in the counseling	
<b>Score</b>	<b>30</b>	<b>25</b>	<b>19</b>	<b>10</b>	<b>5</b>	<b>0</b>	
<b>Student demonstrates understanding of future focus. – Total 10 points</b>							
<b>Criteria</b>							
<b>Future Focus</b>	Excellent discussion of future goals and / or appropriate referral	Good discussion of future goals and / or appropriate referral	Satisfactory discussion of future goals and / or appropriate referral	Fair discussion of future goals and / or appropriate referral	Poor discussion of future goals and / or appropriate referral	No discussion of future goals and / or appropriate referral	
<b>Score</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>	

<b>Critique of Counseling Session(s) - Total 20 points</b>							
<b>Criteria</b>							
<b>Critique of Counseling Session(s)</b>	Excellent critique of counseling sessions and awareness of internal process	Good critique of counseling sessions and awareness of internal process	Satisfactory critique of counseling sessions and awareness of internal process	Fair critique of counseling sessions and awareness of internal process	Poor critique of counseling sessions and awareness of internal process	No critique of counseling sessions and awareness of internal process	
<b>Score</b>	<b>20</b>	<b>17</b>	<b>14</b>	<b>10</b>	<b>5</b>	<b>0</b>	
<b>APA Style, Spelling, Grammar, Typing , Paper Length – Total 20 points</b>							
<b>Criteria</b>							
<b>Paper Length –</b>	Paper is 10 complete pages in length	Paper is between 9 and 10 pages in length	Paper is between 7 and 9 pages in length	Paper is between 5 and 7 pages in length	Paper is between 3 and 5 pages in length	Paper is less than 3 pages in length	
<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
<b>APA Style</b>	Paper is written in APA Style	No more than 2 errors in APA style	More than 2 errors in APA style	Paper is not written in APA style			
<b>Score</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>			
<b>Spelling, Grammar, Typos –</b>	Paper includes no spelling, grammar or typing errors	Paper includes no more than 2 spelling, grammar or typing errors	Paper includes no more than 3 spelling, grammar or typing errors	Paper includes no more than 4 spelling, grammar or typing errors	Paper includes no more than 5 spelling, grammar or typing errors	Paper includes more than 5 spelling, grammar or typing errors	
<b>Score</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>	
						<b>Total Points</b>	
						<b>Grade For Paper</b>	

Course Title  
Course Prefix and Number

Assignment Name  
Assignment Number  
Submitted by (Your Name)

Olivet Nazarene University  
Instructor's Name  
Date submitted

## REFERENCES

---

Chen, M., & Giblin, N.J. (2002). *Individual Counseling: Skills and Techniques*. Denver, CO: Love Publishing Company.

A comprehensive book on individual counseling skills from initial meeting to termination, filled with practical examples of important skills and techniques, from basic to advanced.

Cutrer, W.R. (2009). *The church leader's handbook: A guide to counseling families and individuals in crisis*. Grand Rapids, MI: Kregel.

A short basic guide to the issues that church leaders face in counselling.

McBride, J.L. (1998). *Spiritual crisis: surviving trauma to the soul*. New York, NY: Routledge.

An excellent beginner's book about various kinds of spiritual trauma that many people experience.

McMinn, M.R., & Campbell, C.D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach*. Downer's Grove, IL: Intervarsity Press.

This book is a thorough, detailed exploration of the concept of integrating secular psychotherapeutic theories and techniques with Christian counseling. This book is suitable for graduate students.

Poorman, P.B. (2003). *Microskills and theoretical foundations for professional helpers*. Boston, MA: Allyn & Bacon.

This book, though not written from a Christian perspective, contains a good discussion of the essential skills of counseling.

Roukema, R.W. (2003). *Counseling for the soul in distress: What every religious counselor should know about emotional and mental illness*. New York, NY: Routledge.

A thorough but user friendly discussion of all of the major mental disorders. It also contains sections on implications and suggestions for ministry to people struggling with these disorders.

Shebib, B. (2002). *Choices: Counseling skills for social workers and other professionals*. Boston, MA: Allyn & Bacon.

This book is intended as an introductory textbook for a counseling course. However, it can also serve as a reference for more experienced counselors. It is not written from a Christian perspective, but it contains a great deal of very useful information and tools.

Switzer, D. (2000) *Pastoral care emergencies: creative pastoral care and counseling*. Minneapolis, MN: Augsburg Fortress Press.

This book contains a discussion regarding crisis and the pastor's ministry role within it. The author covers the basic kinds of crisis ministry that pastors are called upon to do, often with little warning or preparation.