



A N L I
Bridging the gap leadership

All Nations Leadership Institute
<http://allnationsleadershipinstitute.com>

Pastoral Counseling
Spring 2021

Instructor: Pastor Sandra Haynes

Phone: 708-396-0180 Home 708-262-2461 Cell

Email: sandhaynes1@gmail.com

Class Meeting Dates: April 1 to May 6, 2021 7:00 p.m. – 9:30 p.m.

All Nations Leadership Institute Vision

Our focus is to prepare and equip ministerial leaders for the various roles and capacities of Christian service in an increasingly urbanized, diverse church and globalized community.

All Nations Leadership Institute Mission

In order to properly prepare and equip leaders, All Nations Leadership Institute provides learning experiences that are built on scriptural truths, using a conceptual framework of theory-to-practice and culturally-responsive teaching strategies.

Course Catalog Description

This course introduces pastoral counseling--a unique form of psychotherapy, which uses spiritual as well as psychological understandings for healing and growth. As such, it presents a model for counseling, examined and applied in the context of real-life situations.

All Nations Leadership Institute Student Policy

IMPORTANT TO NOTE:

Attendance Guidelines

Class attendance contributes to the success of your learning experiences at ANLI. As our courses run six weeks in length, you should attend all of them. Even one missed class sets you behind in your studies. Upon the second absence, you must drop the class and retake it another time. You cannot attend further sessions during that specific block. Three late arrivals or early departures of more than ten minutes, in any combination, equal one absence.

Notes:

- If you are absent, make sure someone from class takes notes. ANLI posts all class documents on your course website. You still must turn in homework for the missed class on the due date.
- The teacher cannot assign points from a missed class because of nonparticipation in the weekly, in-class Activities. Conversely, **the instructor will deduct points for late arrival or early departure.**
- If you are running late to class or cannot attend a class session, please call (708) 385-6020, X113 or e-mail Pastor Debbie Strlek at debbiestrlek@msn.com.

Note:

- **You must complete this class with a “C” or better for elder or pastoral ordination eligibility—AND—submit all assignments weekly as scheduled.**
- **All materials are due on the submittal date. Late results in the drop of one letter grade per week.**

Inclement Weather

Beginning this year, if we have to close campus due to the weather, classes will resume on Zoom instead.

ASSIGNMENTS

1. In-Class Activities (Weekly)

You will receive up to ten participation points for each session. All students must fully prepare to participate in all class activities. Missed in-class, on-line activities cannot be made up. If you are late and/or leave early, the instructor will deduct participation points for that part of the session.

2. Exit Slip (Weekly)

The personal response is a reflection on weekly topic. This is an opportunity to share what you have learned and questions you might have. This assignment is not graded but a critically thought out response is expected each week as part of class participation

3. Weekly Projects (Weekly)

These projects include, scriptural analysis, case studies, reflections, and research supporting your understanding of Pastoral Counseling. Assignment description and directions will be available weekly. Type projects following APA format. E-mail the finished document to me by 7:00 p.m. at sandhaynes1@gmail.com or bring a hard copy of the assignment to class.

4. BASIC ID Profile - (Seven Dimensions--Due April 15, 2021)

You will write an assessment of a counselee based on the seven dimensions from the B.A.S.I.C. ID profile.

5. Essay: The Nature of Pastoral Counseling (500 words—Due April 22, 2021)

Your essay should address the nature of pastoral Christian counseling accordingly:

- A definition of pastoral counseling
- Views of integration
- Characteristics of a pastoral counselor
- Goals and aims of counseling
- A biblical framework for counseling
- Principles of counseling

Here are some tips for writing this essay:

- Follow a clear plan of organization with an introduction, body paragraphs, and conclusion;
- Show, don't tell by using strong verbs and specific examples and details to explain;
- Format it according to the APA directions;
- Make sure you have the correct length; and
- Check your grammar, punctuation, and spelling.

6. Group Project/Oral Presentation (Due April 29, 2021)

Your teacher will assign a case study you will work on in small group. Here are some tips for working a successful group project:

- Be clear on your instructor's directions and ask for assistance if you are not sure about what to do, not another student;
- Work together as a team;
- Share the load in equal portions;
- Plan ahead on what has to be completed and don't wait until the last minute to finish the project;
- Don't change anything in the project and presentation without first consulting the other team members;
- Make sure you properly cite other people's work (even in your handouts); and edify each other.

7. Final Project - Case Study Analysis of *Crossroads: A Story of Forgiveness* (1500-2000 words--Due May 6, 2021).

This case study comes from the *Hallmark Hall of Fame* presentation of *Crossroads: A Story of Forgiveness* (2007). The story reflects how an average family may handle grief and loss.

The case study will set the stage for applying our pastoral counseling model. You will act as a pastoral counselor seeking to help one of the four main characters as they find their way back into a family who experienced the tragic loss of wife/mother, and sister complicated even further by some pre-existing problematic patterns and spiritual needs. The main characters are Bruce, the father; Josh, the oldest son; Brody, the youngest son; and Justin the teenager responsible for two counts of negligent homicide. You should assume the family has some kind of connection to your church and apply what you have learned to one of these three struggling individuals.

At some point in this story, you as the counselor will see one of these four characters. Possibly a family friend encouraged one of the characters to come and see you or one willingly came to ask for counsel. You will decide how you want the counselee to come to you, how you will counsel the counselee, and at what point you will enter this tragedy: just after the accident, during the trial, or after the trial. You must apply the assumptions and principles of pastoral Christian counseling and resources learned in this course as if you actually counsel one of these wounded, confused people.

EVALUATION BREAKDOWN

Grade Determination

Your teacher will grade each assignment according to the correct response, work quality, full thought expression, followed direction, and proper APA formatting. Please follow directions for the assignment! The cumulative total points represent earned points from each assignment summed together, upon which your grade is determined. The chart below represents the ANLI grade scale.

Grading Scale

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F=59
/	100-	97-	92-	89-	86-	82-	79-	76-	72-	69-	66-	62-	and
%	98	93	90	87	83	80	77	73	70	67	63	60	below

Course In-Class Assignments and Homework Points

The table on the next page lists all course assignments, as well as each assignment's due date and total possible points. Don't hesitate to ask your instructor for clarification on an assignment's requirements.

Course and Homework Schedule

Assignments	Standard/s	Due	Possible Pts.
In-Class Assignments (6 @ 10 points for each session)*	1-6	Weekly	60
Weekly Homework Packet (5 @ 100 points each)	1-6	Sessions 2-6	500
BASIC ID Profile	1-6	Session 3	80
Essay: Nature of Pastoral Christian Counseling (500 Words)	1-6	Session 4	100
Group Project/Oral Presentation	1-5	Session 5	100
Case Study Analysis – Final Project	1-6	Session 6	160
Total Points			1000

Course Schedule 2021

Date/Topic	Homework/Due Date
April 1, 2021 Session 1: <ul style="list-style-type: none"> • Introduction to Pastoral Counseling • View of Integration • Characteristics of a Pastoral Counselor 	Homework due on April 8, 2021 <ul style="list-style-type: none"> • Weekly Project 1
April 8, 2021 Session 2: <ul style="list-style-type: none"> • Evaluating and Setting Goals for Counselee • Biblical Framework for Counseling 	Homework due on April 15, 2021 <ul style="list-style-type: none"> • Weekly Project 2 • Evaluating a Case Study
April 15, 2021 Session 3: <ul style="list-style-type: none"> • Understanding the Stages of Change • Motivational Interviewing 	Homework due on April 22, 2021 <ul style="list-style-type: none"> • Weekly Project 3 • 500-Word Essay
April 22, 2021 Session 4: <ul style="list-style-type: none"> • Crisis in the Life of a Christian - • Understanding the Stages of Grief 	Homework due on April 29, 2021 <ul style="list-style-type: none"> • Weekly Project 4 • Prepare for Oral Presentation/Group Project
April 29, 2021 Session 5: <ul style="list-style-type: none"> • Crisis in the Life of a Christian Part II Group Projects 	Homework due May 6, 2021 <ul style="list-style-type: none"> • Weekly Project 5 • 1500-2000 Word Case Study Analysis Paper
May 6, 2021 Session 6: <ul style="list-style-type: none"> • Counseling Review: Finishing Strong 	

Appendix 1

All Nations Leadership Institute Faith Statement

- **Scripture Inspired.** The Bible is the inspired Word of God: a revelation from God to humankind, the infallible rule of faith and conduct, and is superior to conscience and reason, but not contrary to reason (2 Tim 3:15-16; 1 Pet 2:2).
- **True & Living God.** We believe in one God manifested as the Father, Son, and Holy Spirit (Deut 6:4; 1 Pet 1:2).
- **Man, His Fall, and Redemption.** Man was created good and upright for God said, "Let Us make man in Our image, after Our likeness." But man, by voluntary transgression, fell and his only hope of redemption is in Jesus Christ (Gen 1:26-31; 3:1-7; Rom 5:12-21).
- **Salvation of Man.** The grace of God, which brings salvation, has appeared to all men through the preaching of repentance toward God and faith toward the Lord Jesus Christ; man is saved by the washing of regeneration and renewing of the Holy Ghost, and being justified by hope of eternal life (Luke 24:47; Rom 10:13-15; Titus 2:11; 3:5-7).
- **Evidence of Salvation.** The "inward" evidence to the believer of His salvation is the direct witness of the Spirit (Rom 8:16). The "outward" evidence to all men is a life of righteousness and true holiness.
- **Repentance.** All persons who turn from their sins and put their faith in the finished work of Jesus Christ receive a new birth by which their life is regenerated through the power of God (John 3:3-6; Titus 3:5). This gives them power to be witnesses for Jesus Christ.
- **Baptism in Water.** The ordinance of baptism by a burial with Christ should be observed as commanded in the Scripture by all who have really repented and in their hearts have truly believed in Christ as Savior and Lord. In so doing, they have the body washed in pure water as an outward symbol of cleansing, thus they declare to the world that they have died with Jesus and have also been raised with Him to walk in newness of life (Matt 28:19; Acts 2:38; 10:47-48; 20:21; Rom 6:4; Heb 10:22).
- **Promise.** All believers are entitled to, should ardently expect, and earnestly seek the promise of the baptism in the Holy Ghost and fire according to the command of our Lord Jesus Christ. This was the normal experience of all in the early Christian Church. With it comes a deeper spiritual life and service, the bestowment of the gifts, and their uses in the work of the ministry (Luke 24:49; Acts 1:4; 8 and 1 Cor 12:1-31).

- **Evidence of the Baptism of the Holy Ghost.** The baptism of believers in the Holy Ghost is witnessed by the initial sign of speaking with other tongues as the spirit of God gives them utterance (Acts 2:4). The speaking in tongues in this instance is the same in essence as the gift of tongues (1 Cor 12:4-10, 28), but different in purpose and use.
- **Lord's Supper.** The Lord's Supper, consisting of the elements of bread and fruit of the vine, symbolizes an expression of our sharing of the divine nature of our Lord Jesus Christ (2 Pet 1:4). It memorializes His suffering and death (1 Cor 11:26), highlights prophecy of His second coming (1 Cor 11:26), and enjoins all believers "until He comes."
- **Church.** The Church is the Body of Christ: the habitation of God through the Spirit with divine appointments for the fulfillment of the Great Commission. Each believer born of the Spirit, is an integral part of the Church of the Firstborn, which is written in heaven (Eph 1:22-23; 2:22; Heb 12:23).
- **Ministry and Evangelism.** A divinely called and scripturally ordained ministry has been provided by our Lord for a two-fold purpose: The evangelization of the world and edifying of the Body of Christ (Mark 16:15-20; Eph 4:11-13).
- **Divine Healing.** Deliverance from sickness is provided for in the atonement and is the privilege of all believers (Isa 53:4; 5 and Matt 8:16-17).
- **Blessed Hope.** The resurrection of those who have fallen asleep in Christ and their translation, together with those who are alive and remain unto the coming of the Lord, is the imminent and blessed hope of the Church (Rom 8:23; 1 Cor 15:51; 1 Thess 4:16, 17; Titus 2:12).
- **Millennial Reign of Jesus.** The revelation of the Lord Jesus Christ from heaven, the salvation of national Israel, and the Millennial reign of Christ on earth is the scriptural promise and the world's hope (Rom 11:26; 2 Thess 1:7; Rev. 19:11-14; 20:1-7).
- **Lake of Fire.** The devil and his angels, the beast and the false prophet, and whosoever is not found written in the Book of Life shall be consigned to everlasting punishment in the lake which burns with fire and brimstone, which is the second death (Rev. 19:20; 20:10-15).
- **New Heavens and the New Earth.** We, "according to His promise, look for new heavens, and a new earth wherein dwells righteousness" (2 Pet 3:13; Rev 21; 22)

Writing Grading Rubric: Weekly Essay (2019)

	Distinguished	Target	Acceptable	Needs Improvement
Relevancy of Content (Focus) Definition: 20% Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content ANLI Leadership Standard 1	<ul style="list-style-type: none"> states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay sustains main idea, showing high relevancy and meaning to the content of the topic (no extraneous details) uses an introduction that launches and explains the main idea (thesis) and key points and sophisticated closing that revisits and brings together main idea and key points 	<ul style="list-style-type: none"> states a clear, basic main idea and its key points maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis 	<ul style="list-style-type: none"> presents a main idea; however, the reader may need to reread it to be clear about the writer's position or the main idea may be implied does not consistently maintain the main idea and goes off topic in some places does not revisit the main idea and key points 	<ul style="list-style-type: none"> does not answer the question, writes on a different topic or presents main idea and key points in an unclear manner
	20 points	17 points	15 points	12 point
Clarity of Content (Organization) Definition: 20% Clarity of content is the logical flow of the presented main idea and key points in your personal reflection ANLI Leadership Standard 1	<ul style="list-style-type: none"> moves the reader through the essay in a logical manner with a beginning, middle and ending uses varied sentence structure to produce cohesion incorporates appropriate transitions to create coherence shows evenly developed and appropriate paragraphs to separate development of main points 	<ul style="list-style-type: none"> shows a structure is evident and clear uses well-constructed sentences for cohesion incorporates simple transitions and includes appropriate ordering of sentences for coherence shows basic paragraphs that are separated as appropriate 	<ul style="list-style-type: none"> shows an attempt at structure, but the reader may have to infer it presents frequent lapses in clarity and accuracy displays little attempt at varying sentence structure for cohesion incorporates inappropriate transitions that may disrupt coherence show uneven paragraphing 	<ul style="list-style-type: none"> shows little or no attempt at structure writes insufficiently to measure clarity of content
	20 points	17 points	15 points	12 points
Analysis (Elaboration) 50% Definition: The degree to which you scripturally analyze and support each of the key points of your main idea, including making connections ANLI Leadership Standards 2,3,5	<ul style="list-style-type: none"> provides rich, detailed analysis elaborates each point with 3rd order support 	<ul style="list-style-type: none"> shows a basic and effective analysis shows even analysis throughout the reflection elaborates each point with 2nd order support 	<ul style="list-style-type: none"> presents a simple analysis with surface details shows a partial or uneven analysis elaborates each point with 1st order support or support may be uneven 	<ul style="list-style-type: none"> shows no analysis or development rambles in point development provides a "laundry list" of points uses little or no support
	50 points	43 points	38 points	30 points
Grammar, Punctuation and Conventions 5% Definition: Use of standard English ANLI Leadership Standards 2,3,5	<ul style="list-style-type: none"> constructs writing with up to three grammatical and punctuation and spelling errors uses a variety of sophisticated sentence structures 	<ul style="list-style-type: none"> shows four to seven errors in spelling, grammar, and punctuation, (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency) 	<ul style="list-style-type: none"> shows eight or more errors in spelling, grammatical and punctuation (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency) but errors do not interfere with the meaning 	<ul style="list-style-type: none"> Shows numerous spelling, grammatical and punctuation errors Errors in punctuation and grammar interfere with meaning
	5 points	4 points	3.5 points	3 points
APA 5%	<ul style="list-style-type: none"> Follows the directions in the syllabus for APA/SBL format and style 	<ul style="list-style-type: none"> makes one to two errors in APA/SBL format and style 	<ul style="list-style-type: none"> makes three to four in APA/SBL format and style 	<ul style="list-style-type: none"> makes five errors or more in APA format and style
	5 points	4 points	3.5 points	3 points
Total Student Points	100	85	75	60

Writing Grading Rubric: Final Project (2019)				
	Distinguished	Target	Acceptable	Needs Improvement
Relevancy of Content (Focus) 20% <u>Definition:</u> Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content ANLI Leadership Standard 1	<ul style="list-style-type: none"> states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay sustains main idea, showing high relevancy and meaning to the content of the topic (no extraneous details) uses an introduction that launches and explains the main idea (thesis) and key points and sophisticated closing that revisits and brings together main idea and key points 	<ul style="list-style-type: none"> states a clear, basic main idea and its key points maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis 	<ul style="list-style-type: none"> presents a main idea; however, the reader may need to reread it to be clear about the writer's position or the main idea may be implied does not consistently maintain the main idea and goes off topic in some places does not revisit the main idea and key points 	<ul style="list-style-type: none"> does not answer the question, writes on a different topic or presents main idea and key points in an unclear manner
	32 points	27 points	22 points	17 points
Clarity of Content (Organization) 20% <u>Definition:</u> Clarity of content is the logical flow of the presented main idea and key points in your personal reflection ANLI Leadership Standard 1	<ul style="list-style-type: none"> moves the reader through the essay in a logical manner with a beginning, middle and ending uses varied sentence structure to produce cohesion incorporates appropriate transitions to create coherence shows evenly developed and appropriate paragraphs to separate development of main points 	<ul style="list-style-type: none"> shows a structure is evident and clear uses well-constructed sentences for cohesion incorporates simple transitions and includes appropriate ordering of sentences for coherence shows basic paragraphs that are separated as appropriate 	<ul style="list-style-type: none"> shows an attempt at structure, but the reader may have to infer it presents frequent lapses in clarity and accuracy displays little attempt at varying sentence structure for cohesion incorporates inappropriate transitions that may disrupt coherence show uneven paragraphing 	<ul style="list-style-type: none"> shows little or no attempt at structure writes insufficiently to measure clarity of content
	32 points	27 points	22 points	17 points
Analysis (Elaboration) 50% <u>Definition:</u> The degree to which you scripturally analyze and support each of the key points of your main idea, including making connections ANLI Leadership Standards 2,3,5	<ul style="list-style-type: none"> provides rich, detailed analysis elaborates each point with 3rd order support 	<ul style="list-style-type: none"> shows a basic and effective analysis shows even analysis throughout the reflection elaborates each point with 2nd order support 	<ul style="list-style-type: none"> presents a simple analysis with surface details shows a partial or uneven analysis elaborates each point with 1st order support or support may be uneven 	<ul style="list-style-type: none"> shows no analysis or development rambles in point development provides a "laundry list" of points uses little or no support
	80 points	75 points	70 points	60 points
Grammar, Punctuation and Conventions 5% <u>Definition:</u> Use of standard English ANLI Leadership Standards 2,3,5	<ul style="list-style-type: none"> constructs writing with up to five spelling grammatical and punctuation errors uses a variety of sophisticated sentence structures 	<ul style="list-style-type: none"> shows six to nine errors in spelling grammar, and punctuation, (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency) 	<ul style="list-style-type: none"> shows ten or more errors in spelling grammatical and punctuation (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency) but errors do not interfere with the meaning 	<ul style="list-style-type: none"> Shows numerous grammatical and punctuation errors Errors in punctuation and grammar interfere with meaning
	8 points	7 points	6 points	5 points
APA 5%	<ul style="list-style-type: none"> Follows the directions in the syllabus for APA/SBL format and style 	<ul style="list-style-type: none"> makes one to two errors in APA/SBL format and style 	<ul style="list-style-type: none"> makes three to four in APA/SBL format and style 	<ul style="list-style-type: none"> makes five errors or more in APA format and style
	8 points	7 points	6 points	5 points
Total Student Point	160	143	126	104

PCPresentation Grading Rubric—Up to 100 points cumulative (rev 8/19)

SKILLS	Distinguished 100 points	Target 90 points	Acceptable 80 points	Needs Improvement 69 points
Topic (Introduction)	Appropriately focused introduction with clearly communicated purpose (thesis)	States a clear, basic main introduction to presentation with focus and its key points	Presents a partially developed introduction and key points May need to make opening more clear	Launches into presentation without an introduction or key points
	20 points	18 points	16 points	14 points and below
Scriptural Context	Clear and convincing command of Scripture that provide insightful explanations of content with biblical truth	Shows a command of Scripture with explanations providing some insight on content with biblical truth	Shows an emerging command of Scripture and may partially support key points throughout the sermon	Scripture does not support subject OR used incorrectly
	20 points	18 points	16 points	14 points and below
Content	Shows full subject development, mastery, problem solving, and application as it relates to Pastoral Counseling.	Somewhat articulates content development, mastery, problem solving, and application as it relates to Fruit of the Spirit	Inconsistent content development, mastery, problem, and application as it relates to Fruit of the Spirit	Unable to follow content development, mastery, problem, and application as it relates to Fruit of the Spirit
	20 points	18 points	16 points	14 points and below

Organization	Clearly structured and logical speech with an engaging introduction, a sequenced body with appropriate transitions, and a clear and convincing conclusion	Clear attempt at a structured speech with a beginning, middle, and end with an attempt to use transitions	Uneven organization making it somewhat difficult to follow the speaker's ideas; sermon may wander off topic at times	Shows little or no attempt at structure; cannot follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, or end
	20 points	18 points	16 points	14 points and below
Delivery	A combination of appropriate and effective eye contact, clarity and projection of voice, tone and pace, with gestures that significantly enhance the speaker's words	Some use of appropriate eye contact, clarity and projection of voice, tone and pace, and gestures but lacking one or more components	Lack of eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures make the presentation difficult to follow	Unable to follow presentation due to undeveloped eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures
	10 points	9 points	8 points	7 points and below
Overall Effectiveness	Speaker remains enthusiastic, holds audience attention, and goes beyond achieving purpose of presentation within specified time limit	Speaker shows basic enthusiasm for sermon, adequately holds audience's attention throughout, and stays within time limit	Speaker shows some enthusiasm, the audience remains mostly interested, and mostly achieves purpose of the sermon but does not adhere to specified time limit	Speaker lacks enthusiasm, the audience shows a lack of interest, and presentation does not achieve its purpose – Either went over or under the time limit
	10 Points	9 points	8 points	6 points and below