



Queensland  
Theological College



# PC403/603

# Pastoral Skills and Methods

## Unit Outline

### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Pastoral Skills and Methods**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 2018

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at the ACT's website: [www.actheology.edu.au](http://www.actheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT's website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

# Information about this unit

## Unit description

Pastoral Skills and Methods introduces students to the aims and methods of pastoral care, and helps equip students to deliver pastoral care in a variety of situations which may arise in Ministry positions.

## Learning Outcomes

### PC403 Learning Outcomes

On completion of this unit, students will:

#### Know and understand:

- The aims and methods of pastoral care
- The skills, models and methods of pastoral care
- Typical pastoral care contexts
- Community resources for pastoral care
- The administrative requirements of care

#### Be able to:

- Explain the aims and methods of pastoral care
- Discuss the skills of pastoral care
- Analyse typical pastoral care contexts
- Observe and practice the methods and skills of pastoral care

#### Be in a position to:

- Integrate perspectives from pastoral skills and methods with their other theological studies
- Commence a ministry of pastoral care
- Observe community standards in pastoral care, including referral and record keeping

### PC603 Learning Outcomes

On completion of this unit, students will:

#### Know and Understand:

- The aims and methods of pastoral care
- The skills, models and methods of pastoral care
- Typical pastoral care contexts
- Community resources for pastoral care
- The administrative requirements of care
- Selected perspectives on the skills and methods of pastoral care

#### Be able to:

- Critique the aims and methods of pastoral care
- Discuss the skills of pastoral care
- Analyse typical pastoral care contexts
- Observe, appraise and practise the methods and skills of pastoral care
- Evaluate selected perspectives on the methods and skills of pastoral care

Be in a position to:

- Integrate perspectives from pastoral skills and methods with their other theological studies
- Commence a ministry of pastoral care
- Observe community standards in pastoral care, including referral and record keeping
- Maintain appropriate self care

## How this Unit Contributes to the Course

This unit seeks to assist the student to be more effective in pastoral ministry through assisting the student in the important task of understanding and communicating with people in the pastoral ministry setting, investigating some challenging pastoral care issues and situations and giving an introduction to methods in training and organising others for a pastoral care ministry. The Pastoral Care aspect of Ministry is vitally important and biblically mandated, therefore this Unit is recommended for all those studying for full-time ministry and who are in their second or third year of the Master of Divinity, Bachelor of Theology and the PCQ Candidates Course.

No matter what type of Ministry you are preparing for, studying Pastoral Care will equip you with knowledge of the main problem areas likely to confront you, and with the practical relational skills and theology needed to connect with and care for people who may be in need or as they mature in their Christian faith.

## Pre-requisites and Co-requisites

There are no pre-requisites or co-requisites for the Unit.

This Unit caters for students studying the following accredited Units:

1. Diploma of Theology/Diploma of Ministry/Associate Degree of Theology/Bachelor of Theology/Bachelor of Ministry (PC403)
2. Graduate Certificate of Divinity/Graduate Diploma of Divinity / Master of Divinity (PC603)
3. Presbyterian Church of Australia Ordination Candidate requirement for Pastoral Care A.

## How this unit is organized & what we expect of you

### LECTURES

This Unit involves **three hours of lectures on Wednesday afternoons** for **11** weeks throughout the semester of 13 weeks, and an **Intensive Skills day of 6 hours**.

There are **no Wednesday lectures on 01 August and 08 August** (in Weeks 3 & 4 of the semester), but you will have reading to undertake in preparation for the Skills Intensive.

There will be a **6 Hour Pastoral Skills Intensive on Monday 20 August**, from **9.30am to 4.30pm**. **This Intensive is a required part of the unit and attendance is compulsory.**

This Unit is worth 4 credit points. This means that throughout the semester you should be spending an average of 6-7 hours per week on this Unit, including the class time.

## Teaching staff

### LECTURER AND UNIT COORDINATOR

#### **Dr Carolyn Russell**

MBBS (Qld), Dip. RACOG, FRACGP, Mast. Couns. QUT

Dr Carolyn Russell is a General Practitioner and Counsellor. She is the co-founder and, now, director of Foundations Counselling Centre, which was established in 1999 as a professional counselling service to the community. This was in response to a clear need for the provision of high quality counselling and assessment services provided by consultants holding a Christian world view.

Carolyn is well-known as a caring and very competent professional who has significant experience in helping clients manage their life challenges. She could be described as a 'people person' and has a particular interest in a 'whole of life' approach to ministry and wellness. She is also a passionate quilter and fabric-dyer.

Carolyn has completed the Level 3 Practicum Training in Gottman Method Couples Therapy and uses this approach in her counselling of couples.

E [crussell@qtc.edu.au](mailto:crussell@qtc.edu.au)

E [carussell@optusnet.com.au](mailto:carussell@optusnet.com.au)

### SPECIALIST GUEST LECTURERS

Dr Jonathan Andrews

MAPS BSc, MSc, MPsyCh (Clinical), DPsyCh (Clinical) Qld Reg# 1011694

Member Mitchelton Presbyterian Church;

Rev Mark Calder, BTh, DipA.

Senior Minister, Noosa Anglican Church

Please feel free to contact Carolyn if you have any problems or concerns about the unit.

## Other Key Contacts

### **Registrar's office**

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### **Moodle functions and queries**

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### **Library/Resources**

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, & for how to renew a book for longer or place a hold on a book currently out to another person.

P 07 3062 6939, extension 3

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

WEEK	MAIN TEXT	LECTURER	LECTURE TOPIC
Week 1	<i>Strategic Pastoral Counselling</i> Benner, David.	Carolyn Russell	<b>Introduction:</b> An introduction to Biblical anthropologies and their implications for pastoral care, counselling and Christian community. <i>Develop small groups for presentation activity in weeks 6/7 and 11/12</i>
Week 2	Strategic Pastoral Counselling (Benner) (also <i>Cycles of Transformation</i> {COT} Nikles, The CURE Warlow ; D &S and <i>Side by Side</i> Welch, E; Chester, Tim <i>You can change</i> )	Carolyn Russell	<b>Christian Pastoral Counselling - Part 1:</b> the settings, the people, the dilemmas ( <b>How change occurs:</b> Biblical views of change and transformation/ Dilemmas for pastoral care)  Personal awareness of need for transformation activities
Week 5(MON) (DURING WEEKS 3 AND 4: READ IN PREPARATION FOR INTENSIVE IN WEEK 5)	Benner, D Nikles,D and S Welch,E (as above)	Carolyn Russell	<b>Christian Pastoral Counselling - Part 2:</b> <b>INTENSIVE</b> Personal challenges in the setting: Formation of Character in pastoral carer. Skills assessment, and group work. Skills training. Awareness of relationships essential in Pastoral Care. Self-care and support. (Pyramid of care from COT)
Week 5 (WED)	Reading various; Erickson paper, COT, Pastoral care with children (Journal of Biblical Counsel)	Carolyn Russell	<b>Pastoral Care across the Life Span:</b> Developmental perspectives and challenges/ Understanding variations in requirement and training for roles/resourcing and training of staff
Week 6	McKissock, M. <i>Coping with grief</i> (2012) Watson, R <i>Remember</i> or Lewis, CS. <i>A grief observed</i> or Van Auken, S <i>A severe mercy</i> Martinez, P <i>A Thorn in the Flesh</i>	Carolyn Russell	<b>Mental Health issues/Grief and Loss:</b> awareness of most common mental illness presentations and variations in Pastoral Care response.  Grief and Loss in the pastoral setting.

Week 7	Keller, T and K <i>Meaning of Marriage and DVD series</i> Smith, Winston <i>Marriage matters (CCEF)</i>	Carolyn Russell	<b>Family Issues:</b> Premarital Counselling, Marriage, Family, Divorce and Remarriage. Pregnancy issues. Homosexuality responses  <i>Presentation of critique of available premarital counselling resources.</i>
Week 8	SACC Handbook in training in Domestic Violence for Clergy and Pastoral Workers; Review Qld Assembly position paper on DV	Carolyn Russell	<b>Family Issues: continued:</b> Domestic Violence/Sexual Abuse Interpersonal issues in the congregation/ church discipline <i>Presentations of research critique on church discipline frameworks'</i>
Week 9	COT Nikles;	Carolyn Russell and Jono Andrews	<b>Individual Issues of 'Heart': a) Identity and worth:</b> Inferiority and Self Esteem, Chronic Illness, Singleness, Personality challenges.
HOLIDAYS			
Week 10	COT Nikles; Motivational Interviewing article:  <a href="http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf">http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf</a>	Carolyn Russell and Jono Andrews (possible visit from CAP)	<b>Individual Issues of 'Heart': b) control related --</b> Alcohol-Related Problems, Addictions, Financial & Vocational Counselling. (possible CAP visit)
Week 11	Various articles, JBC (Counselling in the Local Church)	Carolyn Russell and Rev Mark Calder	<b>Week with Rev Mark Calder:</b> Pastoral Skills in Action. Pitfalls, creating a framework for an appropriate pastoral team; questions.
Week 12	Various research topics given the week before; Students to create framework.	Carolyn Russell	<b>Presentations to whole class: Topics from the semester.</b> Growth and change, training the pastoral team, Developing network resources and relationships in the community. Presentations to integrate information from frameworks taught, and understandings gained.
Week 13		Carolyn Russell	<b>Concluding Issues:</b> What have we discovered in the course and how can we integrate it into our lives and ministries? Presentations of frameworks activities.



## PC403 Assessments

**Assessments are submitted online via Moodle**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK(S)	DESCRIPTION
<b>Assignment 1</b>  <b>1500 words total</b>  <b>30% of Final Grade</b>	<p><b>A 1500 word Assignment in two parts.</b></p> <p>Part A is worth 10% of the unit total (one-third of this assignment).  Part B is worth 20% of the unit total (two-thirds of this assignment).</p> <p><b>A.</b> In <b>500</b> words, <b>compare and contrast two structures</b> of pastoral care and counsel found in the relevant literature. (<i>A Structure is how the care is ORGANISED within the caring community/agency not the model or the theory of counselling</i>)</p> <p><b>B.</b> (i) Produce a <b>500-word verbatim record</b> (or as accurate as possible a recollection if relying on memory rather than notes) of a short pastoral conversation in which you have recently been involved, in which you used pastoral skills taught and modelled in this unit with respect to a particular pastoral situation.</p> <p>(ii) Produce a <b>500-word Reflection</b> on the interaction.</p>
<b>Assignment 2</b>  <b>1500 words total</b>  <b>30% of Final Grade</b>	<p><b>A 1500 word Assignment in two parts.</b></p> <p>This assignment consists of two complementary parts, which are equally weighted.</p> <p>Students are to:</p> <ol style="list-style-type: none"> <li>Describe in <b>750</b> words, a situation in which they themselves have been discipled, equipped and/or mentored <b>in the past</b> in a Christian context, then reflect on their experience and the skills and methods employed by the <b>mentor</b> (in light of skills referred to during this course) and</li> <li>Consult during the semester with their current pastor or another suitable Christian mentor. Spend 3 sessions together for your own pastoral care.  Use the course material and the Scriptures in self-understanding through this time and following.</li> <li>Consult during the semester with their current pastor or another suitable Christian mentor. Spend 3 sessions together for your own pastoral care.</li> </ol>



	<p>Use the course material and the Scriptures in self-understanding through this time and following.</p> <p>Then prepare a <b>750</b> word written <b>Reflection</b> upon the understanding developed during this time.</p> <p>Focus on discussing areas of</p> <ol style="list-style-type: none"> <li>1. Current capacities and</li> <li>2. Areas of potential to develop in the area of discipling and equipping others.</li> <li>3. Any thoughts about skills used by this pastor or mentor, which were observed/experienced.</li> </ol>
<p><b>Assignment 3</b></p> <p><b>2000 words</b></p> <p><b>40% of Final Grade</b></p>	<p>A 2000 word Response to one of two situations.</p> <p>In <b>2000</b> words, give a detailed <b>Response</b> to <b>ONE</b> of the situations below:</p> <p><b>EITHER</b></p> <p>a) <b>Congregational members: the case study on Family Issues</b> pages 170 – 172 and 269 of Collins, G. R., Christian Counselling Casebook (Nashville: Thomas Nelson, 2007), (included at the end of this section of outline)</p> <p>b) <b>OR</b></p> <p>a) <b>Mental health presentations in congregation:</b> Case will be given by Dr Russell in Week 2</p> <p>The detailed response must be supported by research into relevant literature. Students should indicate:</p> <ul style="list-style-type: none"> <li>• An appreciation of the issues raised within the case</li> <li>• An ability to link these issues to one of the considered anthropologies studied in the unit</li> <li>• Consideration of specific short term responses (counsel and pastoral methods) they would apply to the people in the situation as a result of understanding</li> <li>• Consideration for options of longer term strategies and methods, beyond any initial conversation(s), such as use of community resources or referrals if appropriate.</li> <li>• Any role that might be given to the church members and to church-based ministries.</li> </ul> <p>Engagement with and application of the teaching content regarding an understanding of an anthropology of humanity / the human person (e.g. Christian Wholeness Framework/CCEF/work of David Benner or other) is expected.</p>

## PC603 Assessments

**Assessments are submitted online via Moodle**

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Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK(S)	DESCRIPTION
<b>Assignment 1</b> <b>30% of Final Grade</b> <b>2250 words</b>	<p><b>A 2250 word Assignment in two parts.</b></p> <p>Part A is worth 10% of the unit total (one-third of this assignment).  Part B is worth 20% of the unit total (two-thirds of this assignment).</p> <p><b>A.</b> Research structures for pastoral counsel and care described in the literature. Choose three from your research.  In <b>1000</b> words, <b>compare and contrast</b> these <b>three structures</b>, focusing on the value/applicability of each of these within the Australian church context. 1000 words (<i>Structure is how the care is ORGANISED within the caring community/agency not the model or the theory of counselling</i>)</p> <p><b>B.</b> (i) Produce a <b>500-word verbatim record</b> (or as accurate as possible if relying on memory rather than notes) of a short pastoral conversation in which you have recently been involved, in which you used pastoral skills taught and modelled in this unit with respect to a particular pastoral situation.  (ii) This should be followed by a short <b>750-word Reflection</b> on the interaction.</p>
<b>Assignment 2</b> <b>30% of Final Grade</b> <b>2000 words</b>	<p><b>A 2000 word Assignment in two parts.</b></p> <p>This assignment consists of two complementary parts, which are equally weighted.  Students are to:</p> <p>a) Describe in <b>1000 words</b>, a situation in which they themselves have been discipled, equipped and/or mentored <b>in the past</b> in a Christian context, reflecting on their experience and the skills and methods employed by the mentor/coach/<b>pastor</b>; and</p> <p>(b) Consult during the semester with their current pastor or another suitable Christian mentor. Spend 3 sessions together. Use the course material and the Scriptures in self-understanding.</p> <p>Prepare a <b>1000</b> word written <b>Evaluation</b> of the understanding developed during this time.</p>

	<p>Focus on evaluating areas of</p> <ol style="list-style-type: none"> <li>1. current capacities;</li> <li>2. Areas of potential to develop in the area of discipling and equipping others;</li> <li>3. What may be learnt from the pastor/mentor's own approach to mentoring in light of learnings in the semester? .</li> </ol>
<p><b>Assignment 3</b></p> <p><b>40% of Final Grade</b></p> <p><b>2500 words</b></p>	<p><b>A 2500 word Response to ONE of two situations below.</b></p> <p>In <b>2500 words</b>, give a detailed <b>Response</b> to <b>ONE</b> of the situations below:</p> <p><b>EITHER</b></p> <p>(a) <b>Mental health presentations in congregation:</b> Case will be given by Dr Russell in Week 2,</p> <p><b>OR</b></p> <p>(b) <b>Supporting pastoral workers:</b> Kathy and Tim Keller's story as they share their 'developing' story in <i>The Meaning of Marriage</i>, Chapter 5: 'Loving the Stranger,' p.134-169</p> <p>The detailed response must be supported by research into relevant literature.</p> <p>Students should indicate:</p> <ul style="list-style-type: none"> <li>• An understanding of the issues raised within the situation or case</li> <li>• An ability to critically consider these issues in relation to one of the considered anthropologies studied in the unit</li> <li>• Their evaluation and recommendations regarding specific short term responses (counsel and pastoral methods) they would apply to the people in the situation as a result of understanding</li> <li>• Their evaluation and recommendations for options of longer term strategies and methods, beyond any initial conversation(s), such as use of community resources or referrals if appropriate.</li> <li>• Any role that might be given to the church members and to church-based ministries, including an evaluation of possible options.</li> </ul> <p>Engagement with and application of the teaching content regarding an understanding of an anthropology of humanity / the human person (e.g. Christian Wholeness Framework/CCEF/work of David Benner or other) is expected.</p>

**The case study on Family Issues** pages 170 – 172 and 269 of Collins, G. R., *Christian Counseling Casebook* (Nashville: Thomas Nelson, 2007)

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## Family Issues

This book gives almost fifty stories of people who have had problems that were brought to counselors. In almost every one of these life stories a family has been impacted or involved in some way. In many ways, therefore, this is a book about family issues. With Pastor R, however, the major focus of the problem involves both his church family and his family at home.

Pastor R is in his mid-thirties, married to Tracy, father of three children, and assistant pastor of a respected church in a mid-sized city. Pastor R grew up in a Christian home, the son of a pastor and his wife who led a small church in a rural area. Both parents taught and modeled the importance of helping and serving others.

After seminary, Pastor R and Tracy moved to their current home, next to the church building. Pastor R is a friendly person who is popular among church members, many of whom are in the habit of dropping by the assistant pastor's home, without prior warning, to say hello and sometimes to talk. Everybody agrees that their assistant pastor is a good listener. If he is not at home when the unannounced visitors arrive, they feel free to stay for a while and talk to his wife and children.

The senior pastor of the church is much older than Pastor R. Although the two men don't feel a special closeness to each other, they get along fine and without any conflict. In fact, they each go about their own work and hardly see each other apart from church services or the elder meetings. When they do get together, the senior



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pastor likes to talk—brag might be a better word—about his vision for the church and about how God has used him to be the founder and builder of the ministry. Recently he talked to Pastor R about a new program that needed to be started and asked the younger man if he could take responsibility for getting it going. Pastor R's main ministry is visiting families, especially those who are in crisis, suffering from loss, or facing family problems. Additionally, he is responsible for overseeing all the small groups in the church, a ministry that was started two years earlier and has been growing since then.

Pastor R is overwhelmed with his work. It seems that there is not enough time in his day to visit families, take care of his administrative responsibilities, deal with the personal and pastoral care needs of the congregation, prepare to teach an adult Bible class on Sundays, and spend time with God. For the first several years at this church, Pastor R took Saturdays off, but not anymore. He works seven days a week and recently has begun to visit families on Saturdays when they are home from work.

When he returned home one evening recently, Pastor R's three-year-old daughter ran to the door to welcome him and tell him about her day. This has been her regular routine for some time. As the little girl talked enthusiastically and her father tried to put other things out of his mind and listen, the cell phone rang. He pulled it from his pocket and impatiently moved it around in his hand. Maybe a family in the church needed his help. However, something stopped him from answering this time. It was his daughter's little voice. "Daddy," she said somewhat plaintively, "you used to look at me when I talked to you. Then you would say 'You are so pretty.'" She stopped for a few seconds and then she added, "You don't do that anymore."

If you could ask him, Pastor R would admit that he has not been giving much attention to his family lately. His wife is getting weary from the steady stream of visitors and the incessant demands of three young children. The couple rarely spends time together, and in many ways they have been going their separate ways even though they live in the same house and sleep in the same bed. Pastor R feels guilty about this neglect of his marriage and his family, but he also feels guilty if he is not available to respond to the needs of the people in his congregation and community. Whenever his wife suggests that they go on a vacation and that Pastor R needs to spend more time with his

family, he responds that he would love to do this but as a minister he believes that God must come first in his life. He reminds Tracy about the impact that they are having and about what they are doing in people's lives. He tells her that there will be more time in the future and that some day they can have a nice vacation.

In the meantime, Pastor R keeps getting busier, the visitors keep dropping by, the family is less and less together, and Tracy gets more frustrated. In the middle of all this, the pressured man who genuinely cares so much about other people is considering the offer to take on another church project. In his heart he knows that this is one more responsibility that can further divide his family, weaken his marriage, and increase everybody's stress.

### Discussion Questions

1. Assume that you are a counselor in Pastor R's congregation. From a distance you can see what is happening to his family so you invite the young pastor to lunch, where you plan to challenge him to slow down and to get some counseling. How would you approach him over lunch in a way that would help him see his need and be open to the possibility of getting counseling help?
2. From what you can observe, what is creating the problems in Pastor R's family?
3. Assuming that the pastor and Tracy would be open to counseling, how could the emerging family problems be stopped from getting worse and their relationship with each other and their children be improved?
4. If you were a counselor working with Pastor R and his family, what would be your counseling goals? What methods would you use?
5. In what ways is the church contributing to this family's problems? What needs to change? How could this be done?
6. What attitudes and behaviors in Pastor R are contributing to the escalating problems in their family?
7. Where is God in this family and this church? How would you bring God and your Christian perspectives into counseling Pastor R and Tracy?



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**General Questions**

1. Give reasons for and against involving the senior pastor and the church elders in helping this pastor and his family deal with their growing problems.
2. The two pastors obviously work independently and do not function as a team. How does this contribute to Pastor R's problems? What can and should be done about this working relationship? In what ways could changes help Pastor R and his family?
3. The *Christian Counseling* book describes the Levels of Family Involvement (LFI) model that originated with psychologist William J. Doherty. What are these five levels, and where would you intervene if you were counseling Pastor R and his family?
4. What resources does this family have that can enable it to fend off a family crisis and grow into a healthier family?

**Personal Reflection Questions**

1. This consideration of family issues is a good opportunity to look at our own families and their influence, whether or not we are married. In what ways has your family background influenced the way you are now? How does this or will this impact your counseling?
2. Think of your current family situation. Where do your relationships with your family need attention and improvement? What needs to be done, specifically? Write your answers in a secure place. When will you take needed action? What are the benefits of having somebody who will hold you accountable? Who is that person?
3. In what ways, if any, are you like Pastor R, who is overly involved with his work and neglectful of his family? How will you change? Be specific.
4. How will your current family situation influence the way you counsel, especially the ways in which you counsel families?

For a follow-up to the story of Pastor R, please go to the Epilogue at the end of the book.



### **31. Family Issues: The Story of Pastor R and Tracy**

Tracy was the catalyst that initiated change in Pastor R. After an especially frustrating day with incessant interruptions, she told her husband that the stream of visitors had to stop and that his family needed his attention at least as much as the people in his congregation. Somewhat shaken by Tracy's firmness, Pastor R had lunch with a friend from seminary, and together they talked over the family situation. As a start, Pastor R followed the example of his friend and started taking Thursdays away from his work. The family moved to a different house farther away from the church, and the stream of visitors eventually dried up. Recently the couple took a giant step for them and began seeing a counselor. Among the counselor's goals is showing Pastor R how to build better relationships at home, put limits on the demands that he piles on himself, and set boundaries so that he is not overwhelmed by the inconsiderate demands of the senior pastor.

## Learning Resources

### Textbooks:

Benner, D., *Strategic Pastoral Counselling* 2nd ed.; Grand Rapids: Baker, 2003.

Nikles, D. & S., *Cycles of Transformation*. Chandler: Living Wholeness, 2010

Warlow, J. *God-Centred Transformation*. Part 1 of *The Cure*. By John Warlow. Gold Coast, Qld: Ocean Reeves 2017.

Warlow, J. *God-Centred Relationships*. Part 2 of *The Cure*. By John Warlow. Gold Coast, Qld: Ocean Reeves 2017.

### Other useful resources:

Chester, Tim. *You can Change: God's transforming power for our sinful behaviour and negative emotions*. Nottingham, Eng.: Inter-Varsity Press, 2008.

Welch, Ed. *Side by Side: walking with others in wisdom and love*. Wheaton, IL: Crossway, 2015.

Collins, Gary. *Christian Counselling Casebook*

McKissock, Mal and Dianne McKissock. *Coping with Grief*. 4<sup>th</sup> ed. Crows Nest, N.S.W: ABC Books, 2012.

Watson, Rhonda. *Remember: -the things that matter when hope is hard to find*. Nottingham: Inter-Varsity Press, 2011.

Lewis, C. S. *A Grief Observed*. London: Faber and Faber, 2013.

Vanauken, Sheldon. *A severe mercy: C.S. Lewis's influence on a moving and tragic love story*. London: Hodder and Stoughton, 2001.

Martinez, Pablo. *A thorn in the flesh: finding strength and hope amid suffering*. Nottingham: Inter-Varsity, 2007.

Keller, T and K. Keller. *The meaning of marriage: facing the complexities of commitment with the wisdom of God*. London : Hodder & Stoughton, 2013.

Smith, Winston. *Marriage Matters*. Greensboro, NC: New Growth Press, 2010.

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## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4