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**PASTORAL CARE
AND
COUNSELLING**

A GUIDED LEARNING BOOK

BY

JAMES E. GILES

PASTORAL MINISTRY

2

PASTORAL CARE AND COUNSELLING

A RELATIONAL APPROACH

**SECOND COURSE
PASTORAL MINISTRY**

**By
James E. Giles**

**STUDENT LEARNING ACTIVITIES
BY G. Alonzo Hogg**

CARIB BAPTIST PUBLICATIONS

TO
Mary Nell,
my wife,
helpmeet in every sense.

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SUPPLEMENTARY TEXTBOOK

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MINISTERIAL TRAINING BY GUIDED STUDY

Ministerial Training by Guided Study is designed to introduce students on various levels of academic preparation to the Bible and related areas. This is not a correspondence course, nor the traditional lecture system, but a new approach in education. The goal of the programme is to make quality theological training available to all students. Family and church responsibilities and lack of academic prerequisites and finances prevent many men and women who have been called of God from improving their ministry through training. These obstacles can be overcome by an approach which emphasizes self-study and weekly small group discussions. The study guides are designed for students on three levels of preparations:

1. Students with some primary education
2. Students with some secondary education
3. Students with university qualifications

Although this course is designed primarily for pastors and ministerial candidates with no seminary training, laymen and lay preachers can also benefit from some of the courses. Pastors with divinity degrees might use some of the study guides as refresher courses while serving as leaders of study groups and conveners of the weekly seminars.

Study guides are used to direct private and group activities in the mastery of the content of a subject. They contain the basic content for each subject and recommend supplementary sources for a more advanced study. Questions are included to direct the attention of the student to the important facts in the lessons and to provide an immediate response to the material read. Weekly seminars of approximately an hour for each subject provide opportunities for the discussion of issues related to the subjects and their practical application in contemporary life. A teacher or tutor guides the seminar discussions, but the students from all three levels present and discuss their ideas. When students come to the seminar with a basic understanding of the lesson, the seminar can be dedicated to enrichment of the subject and to discussion of the practical use of the material in the life of the Church.

INSTRUCTIONS FOR USING THE STUDY GUIDE

Text and learning activities

The study guide is designed primarily for home study. When the guide is opened, the text appears on the left side of the page, and questions requiring an immediate response to the material read are on the right. The student should read a paragraph before reading and answering the question or questions for that paragraph. If there are no questions for a paragraph, he may wish to make a few notes on that paragraph and move on to the next. The questions and answers should be covered with a strip of paper (see following insert) until the paragraph has been read and the student is ready to answer each question. Then the cover sheet should be moved down the page far enough to enable the reading of the question and the writing of the answer. The answer according to the text appears immediately under the question. After the student has written his own answer, he may then compare it with the given answer. If the two are not the same, the paragraph in the text should be read again.

Home study exercises

A home study assignment appears at the end of each lesson. The study guide contains the basic content for each lesson, and the questions of the *basic assignment* are to be answered by all three levels. After reading the text and doing the learning activity on each page, the student should be able to answer most of the home study questions without further reference to the text. These questions are self-testing exercises. If a student is unsure of the correct answer, he has not learned adequately the material in that particular section, and he should review until he is sure that he understands the content. Some questions call for more extensive answers and require concentrated effort for mastery. The completed questions serve as a summary of the lesson and should be helpful as a review.

Students on Levels 2 and 3 are required to do *supplementary assignments* in addition to the basic exercises. The supplementary activities include sometimes a reading assignment in another book with questions to be answered.

Level 3 is required to do *advanced assignments* in addition to the basic and supplementary work. This work will vary according to the availability of library resources. Sometimes there will be questions over a parallel reading assignment in a recommended resource book. At other times, the questions will require independent or individual research. Bible dictionaries, encyclopaedias, and books on the subjects of the study guide are sources which should be consulted. A bibliography at the end of the study guide indicates where additional material may be found.

Seminar

It is suggested that the students of all three levels in a geographical area meet for an hour each week with a teacher or tutor to discuss the lesson with reference to—

1. problems encountered in home study in answering questions or in understanding the textual material;
2. the application of the lesson to the practical work of Christian ministry and conduct;
3. the significance of the lesson as a whole and its place in the total programme of ministerial training.

The fragmentary questions of the lesson may sometimes be answered without getting a picture of the lesson as a whole. It is also possible to learn the facts about Christianity without seeing their application in the life of the Church. The student is responsible for getting the detailed information of the lesson in his home study. Understanding the over-all meaning of the lesson and its practical application should be the goal of the seminar.

Some seminar questions have been included with each lesson. Their purposes are—

- to stimulate interest (some are controversial questions which have not been resolved by scholars);
- to guide in the beginning of the seminar discussions;
- to direct attention to problems related to the material studied;
- to require original thinking which will lead to suggestions for the practical application of the material.

Teacher or tutor

The teacher or tutor may offer other seminar questions which are more relevant in a given situation. He should feel free to use any approach he chooses as long as the discussion remains related to the material of the lesson. It is his responsibility to prevent the seminar discussion from departing from relevant issues.

The teacher may find that a brief test at the beginning of the seminar will be helpful. The test will encourage students to prepare more adequately their home study assignments and enable the teacher to evaluate the progress of each student. Two or three questions from the basic studies should be sufficient. Students who are not making satisfactory progress may need personal help and encouragement in preparing their lesson. They should not be overlooked!

cut to separate

LEARNING ACTIVITY

Use this sheet of paper to cover the learning activity on each page.

* * * * *

When you have finished reading each paragraph, slide the sheet down just far enough to expose the learning activity for that paragraph. If there is no activity, continue to the next paragraph.

Write your answers.

Then slide the sheet down farther to expose the suggested answers.

Compare your answers with the suggested ones. If they do not agree, reread the paragraph.

Continue to the next paragraph.

LEARNING ACTIVITY

Use this sheet of paper to cover the learning activity on each page.

* * * * *

When you have finished reading each paragraph, slide the sheet down just far enough to expose the learning activity for that paragraph. If there is no activity, continue to the next paragraph.

Write your answers.

Then slide the sheet down farther to expose the suggested answers.

Compare your answers with the suggested ones. If they do not agree, reread the paragraph.

Continue to the next paragraph.

PREFACE

The invitation to write a book on Pastoral Care and Counselling served as the stimulus to get underway in a project which I had started a few years ago when I wrote *La Psicología y el Ministerio Cristiano*. I had planned to write the original in pastoral care and counselling for those who serve among Spanish-speaking people. I have shifted gears and written the original in English.

I express gratitude to many who have contributed to this work in different ways. First, my wife has always been at my side to give suggestions and encouragement. Her tender support, especially in times of pressure, are deeply appreciated. Second, a number of people have contributed to my thinking through printed words and personal contacts. Kenneth Pepper first introduced me to clinical training in a part-time programme. Later, Robert Lloyd continued to open up the panorama as he helped me to thrust forward in my journey inward as well as outward. Tom Cole helped to usher me into the world of supervision of students in clinical training. Joe Gross has served as a confidant, catalyst, and comforter. To each of these I express my gratitude.

Third, my students through the years have challenged me as we have worked together in the area of pastoral care. Inquiring minds and open hearts have caused us to seek together those truths which are most helpful to others.

Fourth, the patients and counsellees whose stories unfold in the following pages have been competent teachers. From each contact one learns something which can be helpful in future ministry. Truly, the "living human documents" represent for us the stimulus that is basic in learning in this area.

A special word of thanks is due my daughter, Debbie, who spent a part of her summer vacation from college in the typing of the manuscript. Also, I express gratitude to Karen Hickman, who helped with the final typing. Different colleagues have co-operated in reading portions of the manuscript and making valuable suggestions. Others have taken on additional responsibilities in order to give me more time to dedicate to this project. They all have my special vote of gratitude.

James E. Giles

INTRODUCTION

The title of this book may give some people the impression that it is really two books in one, because they see pastoral care as an area independent of counselling. I have tried to fuse the two activities into one throughout the pages of the present work. Counselling is a part of pastoral care. We may conceive of pastoral care as a broader area in which the pastor engages in activities other than counselling in his attempts to minister to people and their needs. But there is another sense in which good pastoral care may be synonymous with counselling. Through the years I have taught pastoral care in a seminary in Latin America. Frequently I find that young men who are just beginning their ministry do not understand what pastoral care involves. They have had the impression that it involves visiting in the homes of the church members and prospects, and persuading them to be in church on Sunday. They fail to see the potential of being able to influence lives through the investment of a few minutes of time in meaningful conversation as the pastor circulates among the people in his community. This book is an attempt to help these young ministers to be alert to opportunities that come in pastoral care and counselling through their daily routine.

Part I deals with the basic theological and philosophical stance out of which ministry flows. It presents issues which are real for people as they face life's experiences daily. One's theological point of view will doubtless determine his understanding of events that transpire. His belief concerning man and his nature will influence his thinking and actions and the direction of his ministry. His own belief regarding man's need of redemption and how this is attained will affect the focus of his ministry in his dealings with people in the community. How the pastor or layman sees himself as a helper will be the focus of the chapter on the counsellor. It is important that the helper have a sense of direction about himself and the goals that he has in ministry. Also, he must be able to understand in depth the forces which are at work among those who seek help. Understanding basic theory regarding the development of personality and how we function will give a better understanding of the counsellee.

Part II is an attempt to give some basic principles to the pastor and counsellor in order to equip him to get underway in his ministry. There is always danger in thinking that by memorizing and repeating certain responses for certain conditions one will be a good counsellor. Pastoral care and counselling is primarily a relational process. We say repeatedly in the present work that the relationship is what heals wounded lives. We seek to give guidelines in order to permit the development of a satisfactory relationship which will be conducive to giving and receiving help. No amount of memorizing good responses for specific conditions can achieve this end. The pastor will learn through experience that being able to establish a relationship of openness, trust, and hope is the best therapy that people receive. From this beginning they move forward to cope with their own special set of circumstances or problems.

Part III focuses upon specific areas in which the pastor and layman will be called upon to minister. I have chosen those areas in which I have frequently been called upon to help. These chapters seek to give both information and illustrative material in order that the reader may be aware of the dynamics which are at work underneath the surface in most any problem which people face. While it is impossible to be exhaustive in this respect in the present work, perhaps the ideas presented will stimulate those who minister to seek further. The pastor is expected to be a specialist in marital counselling, in dealing with youth, alcoholics, and drug addicts, in responding to people who have religious doubts, in ministering to people who are in the midst of any one of a multitude of crises, in ministering to those who are dying and in helping people in the process of bereavement. Therefore, the pastor and laymen will be challenged to study further in each of the specific areas that are mentioned in Part Three. A selected bibliography is given as a recommendation for further study.

The work contains many case studies. These are the fruit of years of teaching in the classroom, serving in churches as pastor, interim, teacher, and counsellor, and participating in various phases of clinical training in four different hospital settings through the years. As a missionary I have had opportunity to be involved in all these activities at different times.

I had my first experience in clinical training during a furlough in 1964. This was just enough to make me aware of the great potential for experiential learning in this medium. In 1973–74 I spent eighteen months in full time clinical training in two hospital settings. In 1977–78 I had the privilege of serving as an active supervisor of students in clinical training while on furlough and leave of absence. The fruit of these varied experiences will be seen in much of the case material that is used in the present work.

The text has been programmed in order to facilitate learning on the part of the reader. It is recommended that in the weekly session a great deal of time be dedicated to role playing and a reflection upon these case studies or others which may comprise the personal experiences of the student. There is a wealth of help available through creative reflection with peers and teacher-supervisor in these weekly sessions. Through role playing the student may function in a simulated situation that will not be radically different from real life experiences which will come to him through ministry. Assignments can be given to require that each student spend time weekly, between sessions, in some specific act of ministry and then bring written reports to the group meeting for the reflection of the entire group. Feedback from peers can be encouraging or devastating, but it will ultimately prove to help the pastor to be a better minister and counsellor.

Hopefully the combination of theory and opportunities to practise will help the reader to build relationships which heal among those who are hurting. This is ministry.