

PATH 555-001 Pastoral Counseling

Semester Spring 2025

Dr. Roy Gatón, DMin., BCCC, BCPC

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	NAD Headquarters, Columbia, MD
Class meeting times:	Monday – Thursday: 9:30 a.m. – 12:30 p.m.; 1:30 p.m. – 6:00 p.m.
Course Website:	learninghub.andrews.edu
Instructor Telephone:	office: 269-471-3201; cell: 305-934-7997
Instructor Email:	royg@andrews.edu
Office location:	Seminary, S228
Office hours:	By appointment in office or through Zoom

BULLETIN DESCRIPTION OF COURSE

Introduction to the processes and function of counseling as practiced by the helping professions, particularly of the pastor actively engaged in ministry to a congregation.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

Listed below are selected Program Learning Outcomes from Seminary Programs that serve as a guide to the broad learning objectives of this course.

Students are expected to make best efforts throughout the semester to incorporate **TWO** of the following learning objectives into their preparation for professional ministry, and to report on their progress in their Final Report at the end of the semester.

Develop deeper biblical spirituality.

Develop expertise to equip congregations for effective ethnic, and cross-cultural mission and Ministry.

Apply the principles of pastoral care to all aspects of ministry.

Demonstrate personal and professional development.

Student Learning Outcomes

The primary objectives of this class are for students to:

Advance their understanding of the role of pastoral care and counseling in ministerial practice.

Reflect upon what is required of them as faithful under-shepherds, and incorporate biblical principles and inspired counsel into their ministry to people.

Develop proficiency in the practice of basic counseling skills.

The secondary objectives of this class are for students to:

Provide evidence of a mastery level of understanding of the material in the required textbooks and from class lectures.

Complete assignments designed to enhance their pastoral care and counseling skills.

Give evidence of knowledge acquisition, skill development, and identity formation as a faithful under-shepherd in the Final Report at the end of the semester.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Class/Lab Topic	Assignment Due
Jan13	Collaborative Learning Reading Assignment – M&J Chs 1-2 + Supplementary Learning Focus: Introduction to Pastoral Counseling	Student learning will be assessed Class Discussion, Verbatims & in the Final Report
	Collaborative Learning Reading Assignment: M&J 3-4 + Supplementary Learning Focus: Process of Counseling part 1	Student learning will be assessed by evaluation of Verbatims & peer evaluation
	Collaborative Learning Reading Assignment: M&J Ch 5-6 + Supplementary Learning Focus: Process of Counseling Part 2	Student learning will be assessed during class discussion

Date	Class/Lab Topic	Assignment Due
	Reading Assignment: M&J 7-8 + Supplementary Learning Focus: Process of Counseling Part 3 & Self-Disclosure in Counselors	Student learning will be assessed by peer evaluation Verbatim #1 Due Student learning will be assessed during class discussion
Jan 20	Collaborative Learning Reading Assignment: M&J Chs 12-13 + Supplementary Learning Focus: Discerning God's Will	Student learning will be assessed during class discussion
	Reading Assignment: M&J Ch 14 + Supplementary Learning Focus: Clergy Sexual Misconduct Part 1	Student learning will be assessed during class discussion
Jan 27	Collaborative Learning Reading assignment: M&J Ch 15 + Supplementary Learning Focus: Clergy Sexual Misconduct Part 2	Verbatim #2 Due Student learning will be assessed during class discussion
Feb 3	Collaborative Learning Reading Assignment: J&J Ch 16 + Supplementary Learning Focus: Relationship Counseling	Student learning will be assessed during class discussion
Feb 10	Collaborative Learning Reading Assignment: M&J Ch 17 + Supplementary Learning Focus: Addictions	Verbatim #3 Due Student learning will be assessed during class discussion
Feb 17	Collaborative Learning Reading Assignment: M&J Ch 18 (45 pages) + Supplementary Learning Focus: Mood, Depression, & Suicide	Student learning will be assessed during class discussion
Feb 24	Collaborative Learning Reading Assignment: M&J Ch 19 + Supplementary Learning Focus: Major Mental Disorders	Verbatim #4 Due Student learning will be assessed during class discussion
March 3	Collaborative Learning Reading Assignment: M&J Ch 20 & 21 + Supplementary Learning Focus: Death, Dying, & Grief Counseling	Student learning will be assessed during class discussion
March 10	Collaborative Learning Learning Focus: Pastoral Counseling	
March 11	Collaborative Learning Learning Focus: Process Counseling	
March 12	Collaborative Learning Learning Focus: Mental Disorders	
March 13	Collaborative Learning Learning Focus: Relationship Counseling	

Date	Class/Lab Topic	Assignment Due
	Verbatim #1 Due Verbatim #2 Due Verbatim #3 Due Verbatim #4 Due Final Report	All Assignments are due by April 25, 2025

- The professor reserves the right to change or add the topics designated for each class.

COURSE MATERIALS

Required Course Materials

Miller, William R., and Jackson, Kathleen A. *Practical Psychology for Pastors*. Eugene, OR: Wipf and Stock Publishers, 1995.

White, Ellen G. *Mind, Character, and Personality*. Vol. 1. Nashville: Southern Publishing Assn., 1977.

White, Ellen G. *Mind, Character, and Personality*. Vol. 2. Nashville: Southern Publishing Assn., 1977.

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion>.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Independent Learning Activities	Face to Face Instructional Time	34 hrs
	Other Instructor-Directed Activities	11 hrs

Instructor Contact Hours	Reading	67 hrs
	Counseling & Verbatim Preparation	20 hrs
	Final Report	3 hrs
Total Hours:		135 hrs

GUIDELINES FOR COURSE ASSIGNMENTS

Criteria for Grades

Up to thirty percent of students' final grades may be earned by their performance in the small group participation. The small group participation will take place during the last hour in class on Wednesdays and will incorporate self-assessment of knowledge acquisition, understanding of principle ideas, and the application of concepts to skill development among the group.

Up to forty percent of students' final grades may be earned by their performance during **face-to-face** counseling sessions and in the preparation of the four verbatims. Students are expected to practice their counseling skills in simulated sessions. They will invite persons who are **NOT family members, close friends or anyone under 18** to assist them with these exercises. The person who plays the role of the "counselee" will be informed by the student that the "counseling session" is a class assignment for the course in Pastoral Counseling. Once the thirty-to-forty minute "counseling session" is over, the student will make notes about what was discussed, and from these notes a verbatim will be written up in the prepared form, posted on Learning Hub. **Please note no verbatim will be accepted in any other format. Each counseling session will be with a different adult.**

Up to thirty percent of their final grades may be earned by students' performance on **the Final Report**. Students will prepare a written report that details knowledge acquisition, skill development, and the integration of identified competencies into the life. This report is due by midnight on **the due date THIS ASSIGNMENT WILL NOT BE ACCEPTED BEYOND THE DUE DATE.**

Assignment Description	Weighting
1. Small Group Participation	30%
2. Face-to-face Counseling Sessions	40%
3. Final Report	30%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Submission of Assignments

The Verbatims are due by **11:59 p.m.** on the day they are due.

Late Submission

Up to ten percent of any assignment grade may be deducted for late submission of assessment items. Assignments turned in to the instructor after 5:00 p.m. on the due date are considered late.

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

ABOUT YOUR INSTRUCTOR

Dr. Roy Gatton, DMin., BCC, Diplomate in Psychotherapy, is a pastor, marriage and family therapist, chaplain, and professor. Currently Dr. Gatton serves as Chair of the Practical & Applied Theology and Professor of Pastoral Care & Counseling at Andrews University Theological Seminary, and director of counseling services and the Clinical Pastoral Education Center at the Seminary. Prior to joining the faculty at the seminary he served as Director of Pastoral Care for Baptist Health South Florida, Senior Pastor at New Community Adventist Church and as a Psychotherapist in private practice in Miami, FL, with specialties in Marriage & Family counseling, spiritual counseling, and life coaching. In addition to his work as chaplain pastor and counseling practice, Dr. Gatton holds teaching appointments at Loma Linda University, Loma Linda University Medical School, and Florida International University Medical School. Before going south Florida, Dr. Gatton served as Administrative Director of Spiritual Life & Pastoral Care at Castle Medical Center in Honolulu, Hawaii, and also as Family Ministries Director for the Hawaii Conference of Seventh-day Adventists. Before moving to Hawaii, Dr. Gatton served as Senior Chaplain at Glendale Adventist Medical Center in Glendale, California. Dr. Gatton holds degrees in Theology and Spanish Literature from Andrews University. A Master of Divinity from the SDA Theological Seminary from Andrews University, and a Doctoral degree in Marriage & Family Counseling from The Claremont School of Theology. Dr. Gatton is a certified Pastoral Counselor, Marriage & Family Therapist, and Certified Bereavement Facilitator and Educator. He also has specialized training in clinical ministry (Clinical Pastoral Education), chemical dependency treatment, spiritual formation, life coaching, and marriage and family counseling.

Dr. Gatton also had the distinction to of serving as Team Chaplain for the Los Angeles Dodgers (Major League Baseball), Glendale Police Department in Glendale, CA, Los Angeles Police Department in Los Angeles, CA, and Miami-Dade Police Department in Miami, FL.

OTHER COURSE-RELATED POLICIES

Class Attendance and Punctuality

The policies regarding class attendance as listed in the Andrews University *Bulletin* apply to all students. More than three unexcused absences from class or lab periods may result in a

reduced or failing grade. **Three tardies equal one absence.** Tardy is defined as arriving at class after the door has been shut at It is the responsibility of all students to register their presence i. "Absences recorded because of late registration, suspension, and early/late leaves are not excused. The class work missed may be made up only if the teacher allows. Registered students are considered class members until they file a Change of Registration form in the Office of Academic Records." *AU Bulletin*

Excused Absences

"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued

directly to the dean's office. Excused absences do not remove the student's responsibility to complete all the requirements of a course. Class work is made up by permission of the teacher." *AU Bulletin*

COVID-19 guidelines and accommodations

The COVID-19 situation remains fluid and therefore necessitates flexibility on the part of the instructor and the students. Communication is key for a successful semester. Students, please be in contact with your instructor if any situation arises that interferes with your learning. Your instructor will do the same.

Additionally, we ask the following from students:

1. If you are exhibiting symptoms or believe you may have been exposed to COVID-19, please do not physically attend class. Reach out to your instructor immediately to work out the details on how you can continue learning.
2. If this course has a remote learning element, please follow your teachers' instructions and policies for camera, microphone, and software use.
3. Students in this course commit to creating a safe classroom environment which precludes posting class materials (including links to unlisted videos or clips of videos removed from context) to social media or other forums. Likewise, Christian ethics rule out disparaging faculty and classmates on social media or in virtual spaces.
4. Note that your instructor or a family member may be affected by the ongoing COVID-19 challenges. We are asking for your understanding and flexibility if classes need to be disrupted, adapted, or modified.

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

Use of Artificial Intelligence

"Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Technology

In order to foster an atmosphere conducive to learning, students are expected to turn off their phones and electronic devices during class. The use of computers during class should be restricted to approved tasks associated with this course. Students who surf the internet, play computer games, or in other ways abuse the privilege of computer use in the classroom, may expect to have their computer privileges revoked.

Digital photography, video recordings, and audio recordings are not permitted in this class.

Guest Attendance

Obtain consent from the instructor before you invite a guest to attend class. Due to the nature of this course, and in consideration for other students, please do not bring children to class.

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

94-100%	A	81-84%	B	69-72%	C
89-93%	A-	77-80%	B-	65-68%	C-
85-88%	B+	73-76%	C+	57-64%	D

Passing Grades

In order for students to qualify for a passing grade, they must submit the weekly Integration Reports, at least four Verbatims, and the Final Report (for students taking this course for 3 credit hours, a final book report is also expected to be completed). The minimum passing grade for this course is C-.

Grades are not *given* by the professor; they are earned by the students. Grading rubrics are used to determine what grades each student has earned. **Students are strongly advised to consult the rubrics** to make sure that their work meets the prescribed criteria as they prepare their assignments for assessment.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling

center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: ASSIGNMENT RUBRIC(S)

ASSESSMENT RUBRIC FOR THE VERBATIMS

Elements	Exceptional	Proficient	Emerging	Unsatisfactory	Points
Involving Phase (Maximum 10 points)	Comprehensive background information is given	Ample back-ground information is given	Limited back-ground information is given	Little or no background information is given	
Exploration Phase (Maximum 10 points)	Superior Reflection Statements are made	Mostly accurate Reflection Statements are made	Some accurate Reflection Statements are made	Few/no accurate Reflection Statements are made	
Understanding Phase (Maximum 10 points)	Superior personalization of the problem Superior direction to counselee to brainstorm possible solutions Superior personalization of the solution	Good personalization of the problem Good direction to counselee to brainstorm possible solutions Good personalization of the solution	Passable personalization of the problem Passable direction to counselee to brainstorm possible solutions Passable personalization of the solution	Poor or lacking personalization of the problem Poor/no direction to counselee to brainstorm possible solutions Poor or lacking personalization of the solution	
Resolution Phase (Maximum 10 points)	Correct questions are asked A clear plan of action is developed & no solutions are prescribed Commitment to the plan & accountability are elicited	Most of the correct questions are asked A plan of action is developed & no solution are suggested Commitment to the plan & accountability are elicited	Some correct questions are asked A partial plan of action is developed &/or solutions are prescribed Commitment &/or accountability questions need refinement	Few/no correct questions are asked A deficient or no plan of action is presented &/or solutions are imposed Commitment &/or accountability is not elicited	
Evaluation Phase (Maximum 10 points)	Counselee-focused summary question is asked What went well is clearly described Improvements to be made are clearly described	Summary question is asked What went well is partially described Some improvements to be made are described	Counselee-focused summary question is asked Very few things that went well are noted A few improvements to be made are noted	No summary question is asked No mention is made of what went well No mention is made of needed improvements	

ASSESSMENT RUBRIC FOR THE FINAL REPORT

Elements	Exceptional	Proficient	Emerging	Unsatisfactory	Points
Your role as a faithful under-shepherd (Maximum 10 points)	Under-shepherd role is clearly described & affirmed Convincing evidence is presented of commitment to integrity & professional ethics	Under-shepherd role is described & affirmed Evidence is presented of commitment to integrity & professional ethics	Under-shepherd role is partially described & acknowledged Limited evidence is presented of assent to the need for integrity & professional ethics	Unclear description of under-shepherd role or not affirmed Little or no evidence is presented of commitment to integrity & ethics	
Essential attitudes, & attending & responding competence (Maximum 10 points)	Superior description is given of essential attitudes Convincing evidence of attitude-development is presented Superior description is given of student's development of Attending & Responding Skills	Full description of essential attitudes is given Good evidence of attitude-development is presented Full description of all aspects of student's development of Attending & Responding Skills	Partial description of essential attitudes is given Some evidence of attitude-development is presented Partial description is given of student's development of Attending & Responding Skills	Description of essential attitudes is missing No evidence of attitude-development is presented No description is given of student's development of Attending & Responding Skills	
The counseling process & skill development (Maximum 15 points)	Superior description of all aspects of the process is given Convincing evidence of skill development is presented	Good description of all aspects of the process is given Good evidence of skill development is presented	Partial description of the process is given Some evidence of skill development is presented	Description of the process is poor or missing Little or no evidence of skill development is presented	
Learning acquired from textbooks (Maximum 30 points)	Description indicates that a very large amount of material was learned	Description indicates that much material was learned	Description indicates that a moderate amount of material was learned	Description indicates that a limited amount of material was learned	
Learning acquired from labs & class presentations (Masimum 20 points)	Description indicates that a very large amount of material was learned	Description indicates that much material was learned	Description indicates that a moderate amount of material was learned	Description indicates that a limited amount of material was learned	
Program Objectives Attainment (Maximum 15 points)	Clear & convincing evidence of the attainment of two program objectives is presented	Good evidence of the attainment of two program objectives is presented	Some evidence of the attainment of two programs objectives is presented	Little or no evidence of the attainment of two program objectives is presented	
TOTAL					

APPENDIX 3: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process.