

PATH 555-031 Pastoral Counseling

Semester Spring 2026

Dr. Roy Gatón, DMin., BCCC, BCPC

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

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|------------------------------|---|
| Class location: | Chan Shun Hall, Whirlpool Room |
| Class meeting times: | Monday-Thursday, 8:30 a.m. – 4:30 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:

Pre-Intensive Class Reading:

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.

| Date | Class/Lab Topic | Assignment Due |
|----------|--|---|
| Class 1 | Introduction to Pastoral Counseling & Syllabus | |
| Class 2 | 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 |
| Class 3 | 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 |
| Class 4 | 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 Student learning will be assessed by peer evaluation |
| Class 5 | Collaborative Learning Reading Assignment: M&J 7-8 + Supplementary Learning Focus: Process of Counseling Part 3 & Self-Disclosure in Counselors | Student learning will be assessed during class discussion |
| Class 6 | Collaborative Learning Reading Assignment: M&J Chs 12-13 + Supplementary Learning Focus: Discerning God's Will | Student learning will be assessed during class discussion |
| Class 7 | Collaborative Learning Reading Assignment: M&J Ch 14 + Supplementary Learning Focus: Clergy Sexual Misconduct Part 1 | Student learning will be assessed during class discussion |
| Class 8 | Collaborative Learning Reading assignment: M&J Ch 15 + Supplementary Learning Focus: Clergy Sexual Misconduct Part 2 | Student learning will be assessed during class discussion |
| Class 9 | Collaborative Learning Reading Assignment: J&J Ch 16 + Supplementary Learning Focus: Relationship Counseling | Student learning will be assessed during class discussion |
| Class 10 | Collaborative Learning Reading Assignment: M&J Ch 17 + Supplementary Learning Focus: Addictions | Student learning will be assessed during class discussion |
| Class 11 | Collaborative Learning Reading Assignment: M&J Ch 18 (45 pages) + Supplementary Learning Focus: Mood, Depression, & Suicide | Student learning will be assessed during class discussion |
| Class 12 | Collaborative Learning Reading Assignment: M&J Ch 19 + Supplementary Learning Focus: Major Mental Disorders | Student learning will be assessed during class discussion |

| Date | Class/Lab Topic | Assignment Due |
|----------|---|---|
| | | |
| Class 13 | Collaborative Learning Reading Assignment: M&J Ch 20 & 21 + Supplementary Learning Focus: Death, Dying, & Grief Counseling | Student learning will be assessed during class discussion |
| | Collaborative Learning Learning Focus: Clergy Self-Care: Understanding how important it is for the pastor to take care of themselves so they may fulfill their calling to the best of their abilities | |
| Class 14 | | |
| Class 15 | | |

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

ATTENDANCE

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 in class and lab periods by filling out and submitting the supplied attendance cards. "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 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.

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

Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectations challenge students to diligently examine their own premises and compare them with what they learn from coursework, research, and the inspiration that comes from faithful biblical scholarship. Open <https://andrews.zoom.us/j/91676973878>ess to counsel and willingness to change are key to advancement in academic endeavors. Advanced Theological Education also requires intentionality and wise time-management on the part of students. Course loads are guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. **That translates into 90 hours invested for a 2-credit class**, and 135 hours for a 3-credit course. Students are advised to carefully budget their time in order to complete their course requirements by the due dates.

What follows is a rule of thumb to help guide students to estimate the time required for reading, writing, and research for Seminary courses:

| | |
|-----------------------|----------------------------------|
| Average reading speed | fifteen-to-twenty pages per hour |
| Average writing speed | three hours per page |

Based on these estimates, the average student should plan to make the following time investments to meet the requirements for this course:

| | |
|-----------------------------------|-----------------|
| Class Periods | 30 hours |
| Lab Periods | 20 hours |
| Reading | 27 hours |
| Counseling & Verbatim Preparation | 10 hours |
| Final Report | <u>3 hours</u> |
| Total time investment | 90 hours |

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.

Submission of Assignments

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

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 **Wednesday, of Final Exam Week**. THIS ASSIGNMENT WILL NOT BE ACCEPTED BEYOND THE DUE DATE.

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.

ABOUT YOUR INSTRUCTOR

Dr. Roy Gatton, DMin., BCC, BCPC is a pastor, marriage and family therapist, chaplain, and professor. Currently Dr. Gatton serves as Chair of Practical and Applied Theology and Professor of Pastoral Care & Counseling at Andrews University Theological 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 Church, and as a professional counselor 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 has held 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 a doctoral degree from Claremont School of Theology, a Master of Divinity, and degrees in Theology and Spanish Literature from Andrews University SDA Theological Seminary. He is also a Diplomate in Psychotherapy, Diplomate Supervisor in Clinical Pastoral Education, License Professional Counselor, 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, and life coaching.

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

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) | <p>Superior personalization of the problem</p> <p>Superior direction to counselee to brainstorm possible solutions</p> <p>Superior personalization of the solution</p> | <p>Good personalization of the problem</p> <p>Good direction to counselee to brainstorm possible solutions</p> <p>Good personalization of the solution</p> | <p>Passable personalization of the problem</p> <p>Passable direction to counselee to brainstorm possible solutions</p> <p>Passable personalization of the solution</p> | <p>Poor or lacking personalization of the problem</p> <p>Poor/no direction to counselee to brainstorm possible solutions</p> <p>Poor or lacking personalization of the solution</p> | |
| Resolution Phase (Maximum 10 points) | <p>Correct questions are asked</p> <p>A clear plan of action is developed & no solutions are prescribed</p> <p>Commitment to the plan & accountability are elicited</p> | <p>Most of the correct questions are asked</p> <p>A plan of action is developed & no solution are suggested</p> <p>Commitment to the plan & accountability are elicited</p> | <p>Some correct questions are asked</p> <p>A partial plan of action is developed &/or solutions are prescribed</p> <p>Commitment &/or accountability questions need refinement</p> | <p>Few/no correct questions are asked</p> <p>A deficient or no plan of action is presented &/or solutions are imposed</p> <p>Commitment &/or accountability is not elicited</p> | |
| Evaluation Phase (Maximum 10 points) | <p>Counselee-focused summary question is asked</p> <p>What went well is clearly described</p> <p>Improvements to be made are clearly described</p> | <p>Summary question is asked</p> <p>What went well is partially described</p> <p>Some improvements to be made are described</p> | <p>Counselee-focused summary question is asked</p> <p>Very few things that went well are noted</p> <p>A few improvements to be made are noted</p> | <p>No summary question is asked</p> <p>No mention is made of what went well</p> <p>No mention is made of needed improvements</p> | |

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. 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.