

COURSE SYLLABUS

CM403: Care and Counseling in Correctional Ministry

Course Lecturers: Multiple Lecturers, Coordinated by Karen Swanson, EdD

Course Description

Welcome to *Care and Counseling in Correctional Ministry*, an online undergraduate-level course which will provide an introduction to the unique challenges and strategies involved in care and counseling within a correctional setting as presented by correctional staff, the incarcerated and the families of offenders. Focus will be given to an introductory knowledge of the problems of human suffering, biblical foundations for care in ministry, rudimentary person-to-person helping skills, as well as general counseling theories and techniques applicable to the correctional setting. Consideration will be given to ethical issues, knowing one's limits of competence and knowledge, and of when and to whom one should refer.

All meetings for this course will be conducted online. In terms of academic credit, this is a semester-length course, but it is offered in an intensive 8-week format.

Course Objectives

Upon completion of the course, you should be able to do the following:

- Balance compassion and care within a corrections environment.
- Access personal giftedness and preparedness for addressing counseling challenges within a correctional setting.
- Describe an integrative approach to counseling which combines psychology, theology and spirituality.
- Explain how to apply various spiritual formation practices in counseling sessions.
- Develop and practice core helping skills essential for effective pastoral care and counsel.
- Demonstrate motivational interviewing skills.
- Explore ethical issues and professional limits of pastoral care and counsel and identify available resources for partnering.
- Identify strategies for common counseling areas with inmates and staff.
- Research a counseling topic of inmates or staff and provide strategies for healing.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturers

Multiple lecturers, each an expert in the topic covered, contributed to this course. The course was edited by Dr. Karen Swanson.



Karen Swanson, EdD

Education:

- Northern Illinois University, EdD
- Western Michigan University, MA
- Calvin College, BS
- Cornerstone University, BA

Teaching Career:

- Professor of Correctional Ministries, Christian University GlobalNet
- Faculty member, Christian Formation and Ministry Department, Wheaton College

Other Career Highlights:

- Director of the Institute for Prison Ministries (IPM), Billy Graham Center for Evangelism at Wheaton College
- Overseer of Charles W. Colson scholarship program at IPM
- Christian Association for Prisoner Aftercare Advisory Board
- Developer, Correctional Ministries courses at Wheaton College and Christian University GlobalNet
- Executive director, LifeHouse Ministries reentry program
- Certified in Justice Ministries, Motivational Interviewing, Moral Reconciliation Therapy, Bridges Out of Poverty, Truthought, and Anger Management
- Volunteer teacher in Life Learning Program, Cook County Jail (Chicago, IL)

Online Professor



Chaplain Merlyn Klaus will serve as the online professor for this course. The son of ministers, Merlyn made a profession of faith in Christ as a young man and has served in a variety of ways in local churches over the years. He experienced a powerful spiritual renewal in 1996 and it was during this time that he first sensed the call of God into vocational ministry. Since 2000 he has been an associate minister at Salem Baptist Church and was eventually ordained by the church in 2009. He also earned a Master of Arts in Christian Ministry degree from Assemblies of God Theological Seminary in the spring of 2009.

A longtime volunteer in jail ministry in Omaha and Council Bluffs, he began serving full-time as a chaplain with Good News Jail and Prison Ministry at the Douglas County Correctional Center in 2010.

Merlyn lives in Omaha, NE, with his wife, Karla.

Chaplain Klaus will be introduced the first week of the course and will guide students through the 8-week study. For the duration of this course, he will be available to enrolled students by email and, at set times, by chat room or other real-time technology.

The following will be done by the online professor in order to stimulate student involvement and to facilitate effective learning:

- Post discussion questions for the online forum
- Interact with students in all discussions
- Evaluate student papers and/or assignments as they are submitted
- Provide assistance with technological problems that may occur
- Issue the students' final grades

For additional help as you work through this course, please read *Succeeding in Your Online Course*, which is provided at the end of this syllabus.

Course Texts

The following textbooks are **required** for this course:

McMinn, Mark R. *Psychology, Theology, and Spirituality in Christian Counseling*, 2nd ed.

Tracy, Steven R. *Mending the Soul: Understanding and Healing Abuse*.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**
The primary teaching session in each lesson is provided in Flash (FLV) and HTML5 (MP4) format. For international or domestic students who do not have the bandwidth required to view the video (384 Kbps DSL minimum), we provide the option of reading the lesson from a transcript of the teaching video (found in the lesson's Class Time).
- **Multisensory learning**
Because the primary teaching information is provided in video and PDF text documents, students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.
- **Readings and other media**
Reading from the required textbook(s) will be assigned to students each week.

Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

Discussion Forum

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors and to read and respond to the posts of fellow students.

Reflection

Through blogging, CUGN provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

Course Requirements

This course consists of a mentor relationship, readings, video lectures, online group discussions, writing projects, quizzes, and blogging. The information regarding these course components and expectations is as follows:

Mentor

This course requires that you seek out a mentor in your community with whom you can communicate by e-mail and/or telephone and with whom you can meet face-to-face at least twice during the course. The purpose of this mentoring relationship is to enable you to assimilate the teaching in this course into your life and ministry. Further definition of the mentor's role in this course can be found in the mentor requirements document available in the Before You Begin section of the course.

Reading

Study assignments covered in this course should be read in the context of the lesson in which they are assigned. In addition to the required textbooks, you may be asked to read supplementary materials.

Video Lectures

Each of the lessons in this course features a lecture delivered by an expert in the field of study. The lecture material was edited by Dr. Karen Swanson, one of the Christian church's leading scholars in correctional ministries. These instructional lectures are required and can be viewed as many times as needed. The written text of the lecture as well as a guided outline to assist in note taking are made available in PDF format. There are twenty-four lectures in this course; therefore, three lectures will be presented and discussed each week.

Discussion Forums

Discussion questions related to each week's lectures are integrated into the weekly course requirements. The Discussion Forum for each week will begin on Monday at 12:01 a.m. Eastern Standard Time (EST) and end on Sunday at 11:59 p.m. EST. You must visit the Discussion Forum at least three times during each week of the course and your attendance will be validated by your posts. You are required to post a response to one question and respond to at least two of the posts presented by other students for each lesson. Your answers to the discussion questions must be posted by Wednesday at 11:59 p.m. EST and your required peer response posts must be submitted prior to Sunday at 11:59 p.m. EST. Each response should consist of a well-conceived short paragraph or two. In addition, your course professor may comment on your posts, and you should be prepared to respond to those comments as well.

Research and Writing

There are numerous writing assignments throughout this course including several short (1-2 pages) papers and a longer paper (6-7 pages).

Instructions for the longer paper are as follows: Provide a research paper on a specific topic related to Care and Counseling. Include strategies for how to provide care and counseling. (5-7 pages)

ALL ASSIGNMENTS MUST BE TYPED. Course work is due at the assigned due date unless prior arrangement have been made. LATE PAPERS will be penalized half a letter grade for each day late.

Written work is expected to be college-level quality, spell checked, and proof read. Failure to do so will affect the grade on the paper. Use the APA style to cite references. Title pages are not required. Put your name and Assignment # at the top right of the first page. Double space your work, use 12-point type, and 1" margins. (250 words equals one-page of writing). *Contact the professor prior to the deadline if there is a problem.*

Reflection

You will be required to keep a blog during the 8 weeks of this course, posting *at least once per week*. Blog entries can be viewed only by you and your online professor, unless you wish to make them available to the rest of the class. The purpose of the blog is to help you reflect on what you are learning, what you believe, and where you may be challenged in your thinking and your life by what is studied in this course. The goal of these reflections is personal spiritual growth. See the *Personal Reflection and Evaluation* section near the end of the syllabus for blogging guidelines.

Due Dates

Each week of the course begins on Monday at 12:01 a.m. EST and ends on Sunday at 11:59 p.m. EST. Unless noted otherwise, all assignments are due at 11:59 p.m. EST on the Sunday of the week in which the assignment is due. For example, if an assignment is due during Week 2, you must complete and submit it by 11:59 p.m. EST on Sunday, the last day of Week 2. It is at your online professor's discretion to penalize late work.

Course Grading and Requirements

All coursework must be completed and turned in to your online professor within five days of the end of Week 8. Please note that it is at your online professor's discretion to penalize late work.

Your grade for the course will be determined as follows:

Online Participation*	30% of Course Grade
Writing Projects	55% of Course Grade
Reading	10% of Course Grade
Mentor Meetings	5% of Course Grade

*Note: All students are expected to attend all online sessions.

Grading scale will be as follows:

A	94-100	A-	90-93	B+	87-89
B	84-86	B-	80-83	C+	77-79
C	74-76	C-	70-73	D+	67-69
D	64-66	D-	60-63	F	0-59

Weekly Topics and Assignments

Week 1:

- Take the Moodle tutorial for online instruction.
- Post introduction of yourself in the Student Introductions discussion forum.
- Listen to the following lectures:
 - #1: *Care, Counseling and Mental Health in Corrections*
 - #2: *Religion and Counseling/Balancing Compassionate Care with Security and Safety*
 - #3: *Psychological and Spiritual Health*
- Read the following:
 - McMinn, Chapters 1-2
- Other assignments:
 - *Theological and Philosophical Foundations*. Describe your understanding of biblical and theological foundations for a Christian ministry of care and counseling. What do the Scriptures say about how Christians are supposed to care for each other in response to each other's pain? What is your view of the use of medication and psychological therapy to treat mental illness? Include scriptural references that you believe support your beliefs. (1-2 pages)
 - *Self-assessment Exercise*. Carefully assess your giftedness and preparedness for ministries of care and counseling. Pray for discernment. Communicate your assessment with your mentor for his/her input into your process of self-assessment. (1-2 pages)
 - Participate in the Discussion Forum and Blog.
- Identify and contact your mentor.

Week 2:

- Listen to the following lectures:
 - #4: *Helping Skills I: Prayer*
 - #5: *Helping Skills II: Scripture*
 - #6: *Helping Skills III: Sin*
- Read the following:
 - McMinn, Ch. 3-6
- Other assignments:
 - *Research Topic and Potential Resources*. Select a care and counseling research topic which you would like to learn more about. Submit your research topic and a list of 10 peer review/credible resources which can help with developing your paper. These can be documents, journal articles, books and websites. See the Research Guide handout
 - *Pastoral Themes*. Develop a list of at least ten (10) pastoral "themes" you have observed to be primary issues which inmates struggle with either in: a) their attempts to adjust to prison life, culture, or institutional processes; b) their efforts to grapple with and

alter the behaviors that have resulted in the incarceration; or c) their coping with family and personal relationships outside the walls. For each of the items on your list, identify 1-2 scriptural texts that resonate with the condition.

- *Core Interpersonal Skills and Reflection Assignment*. See handout with lecture 6.
- Participate in the Discussion Forum and Blog.
- Have first meeting with your mentor.

Week 3:

- Listen to the following lectures:
 - #7: *Motivational Interviewing I: Confession*
 - #8: *Motivational Interviewing II: Forgiveness*
 - #9: *Motivational Interviewing III: Redemption*
- Watch the following:
 - MI Interview video
- Read the following:
 - Read McMinn, Ch. 6-8
- Write and submit the following:
 - MI skill practice and reflection worksheet
- Participate in the Discussion Forum and Blog.

Week 4:

- Listen to the following lectures:
 - #10: *Motivational Interviewing IV*
 - #11: *Group Facilitation*
 - #12: *The Adverse Childhood Experience Study & Attachment*
- Read the following:
 - Exodus 18
 - Pages 1-8 in Support Group/Mentoring Handbook
 - Watch “Healing Neen” at <https://www.youtube.com/watch?v=IUJPI4eW8kQ>
 - Read “Bonding and Attachment in Maltreated Children” by Bruce D. Perry, M.D., Ph.D.
 - Read “The Lifelong Effects of Adverse Childhood Experiences” in Chadwick’s *Child Maltreatment*
 - Watch Dr. Nadine Burke Harris at https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en
- Participate in the Discussion Forum and Blog.

Week 5:

- Listen to the following lectures:
 - #13: *Complex Trauma and Trauma Care*
 - #14: *Complex Trauma and Recovery*
 - #15: *Action Methods*
- Write and submit the following:
 - *Self-Care Plan*. Create a self-care plan for yourself. The plan should include ways that you will remain connected to yourself and your own history during your work with survivors. It should also contain contingency plans for what you will do when you are triggered. The plan should contain specific ways you will remain connected to peers for supervision and strategies for avoiding compassion fatigue or burnout. As a Christian, identify ways that you will nurture your spiritual side during the difficult work with incarcerated survivors of trauma. (1-2 pages)
 - *“Paschology” Paper*. The Scriptures are filled with the reality of suffering. They even suggest that those who follow God are to expect suffering as a result of pursuing Christ-likeness. What place does suffering have in the purposes of God? How should believers view suffering? Consider the scope of human suffering and the purposes of God, addressing the place that such an understanding should have in the worldview and theology of Christian people. (1-2 pages)
- Other assignments:
 - Research your topic.
- Participate in the Discussion Forum and Blog.

Week 6:

- Listen to the following lectures:
 - #16: *Addictions and Recovery*
 - #17: *Loss and Grief*
 - #18: *Committed Relationships*
- Participate in the Discussion Forum and Blog.

Week 7:

- Listen to the following lectures:
 - #19: *Parenting*
 - #20: *Depression and Suicide*
 - #21: *Domestic Violence I*
- Read the following:
 - Tracy, Ch. 1-4
 - Watch “When Love Hurts” at <http://dod.org/programs/when-love-hurts-understanding-and-healing-domestic-abuse-when-abuse-is-worse-than-divorce-part-i/>
- Participate in the Discussion Forum and Blog.

Week 8:

- Listen to the following lectures:
 - #22: *Domestic Violence II*
 - #23: *Special Topics and Counseling Lessons*
 - #24: *Multicultural Competence and Lay Helpers*
- Read the following:
 - Tracy, Ch. 5-10
- Write and submit the following:
 - *Research Paper*. Provide a research paper on a specific topic related to Care and Counseling. Include strategies for how to provide care and counseling. (5-7 pages)
- Participate in the Discussion Forum and Blog.
- Have final meeting with your mentor.

Week 8 Follow-Up:

- Complete and post all reflective blog entries.
- Complete Discussion Participation, Reading Completion, and Mentor Meetings Validations.
- Complete and submit course survey form.

Personal Reflection and Evaluation

The following guidelines may be of help to you as you prepare to make blog entries throughout the course.

To integrate academic studies with the walk of faith, you are asked to reflect on the content of the course and evaluate your life in light of what has been learned. These questions may help to guide your reflection process.

Step 1: Review

Think about the material you have studied in the course. Then ask these questions: What are two things you learned that you did not know before this study? What, if anything, in the course made you look at the church or something in the Bible in a new way?

Step 2: Assess

Think about your life, both past and present. Given the insights or understanding that you gained in this course, what changes do you need to make in the way you think or behave?

Step 3: Apply

What specific steps will you take in order to put these positive changes (from Step 2) into practice in your life?

Step 4: Record

Write your responses to the above reflections in your blog.

Notes Regarding This Syllabus

This syllabus is designed to provide learners with an overview of the course. CUGN will provide specific instructions related to assignments for each lesson, specific discussion question postings, and interactive involvement with all students.

Succeeding in Your Online Course

1. Remember that this is a full semester's study completed in eight weeks. Therefore, expect that there will be a significant time commitment needed in order to complete all the requirements.
2. If you have any questions about the Moodle program, the course requirements, schedule, or assignments, please contact the online professor who is ready and willing to help you have a successful online learning experience.
3. Technological problems may occur. Be sure to have a back-up plan in case of computer failure or late arrival of textbooks.
4. The satisfaction you get from this course will, in large part, depend on relationships you develop with other participants. So interact honestly, thoughtfully, considerately, and often. Lively discussion challenges the mind and energizes the soul!
5. Before you post a comment or a response to another student's comment, be sure you have read the material and listened to the lectures related to the topic under discussion.
6. Think about how you can promote additional discussion by the comments you post.
7. When you post, respond directly to the question under consideration and express your points clearly and concisely, making only one main point per post.
8. Participate in the threaded discussion at least three different times during each week.
9. Engage fellow students and the professor in dialogue, responding to comments made to your posts.
10. If you find sources related to the topic being discussed, please share them with the class. By the end of the course, we may be able to build a bibliography of books, articles, and Internet sources related to our topic.
11. Practice good "netiquette": Disagree respectfully, stay on point, and don't post anything that is derogatory or inflammatory.
12. Enjoy, learn, challenge, and be challenged!