

PASTORAL COUNSELLING LECTURE



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A. PASTORAL COUNSELLING MODEL

1. PASTORAL COUNSELLING

- The biblical form of counselling can and must only be accomplished from a biblical viewpoint of:
 - God as the creator of all
 - Man the creation of God
 - Man's sin and the nature of sin
 - Man and separation from God
 - The results of separation and sin in people's lives
 - Gods answer to sin and separation - deliverance through Jesus
 - Therefore a holistic approach needs to be adopted in respect of mans
 - Relation to God and all the components of being a person.
- The pastoral counselling model as synthesis.
- Inter-working between Bible and practice - practice and Bible.
- The components of the pastoral counselling model

2. COUNSELLING PROCESS

Different steps in the counselling process are:

• Interaction	between counsellor and counselee
• Information	about the relevant information concerning the persons life
• Inspiration	giving of hope
• Interpretation	of the given information from biblical guidelines
• Intention	of the counselee - does he / she really believe in God and is he/she prepared to be unconditionally obedient to God and His Word
• Instruction	to the counselee about the necessary Biblical guidelines and necessary changes
• Implementing	practical and achievable Biblical methods to change
• Maintenance	to create a support system that will help the counselee to maintain the newly learned thought patterns and resulting behaviour

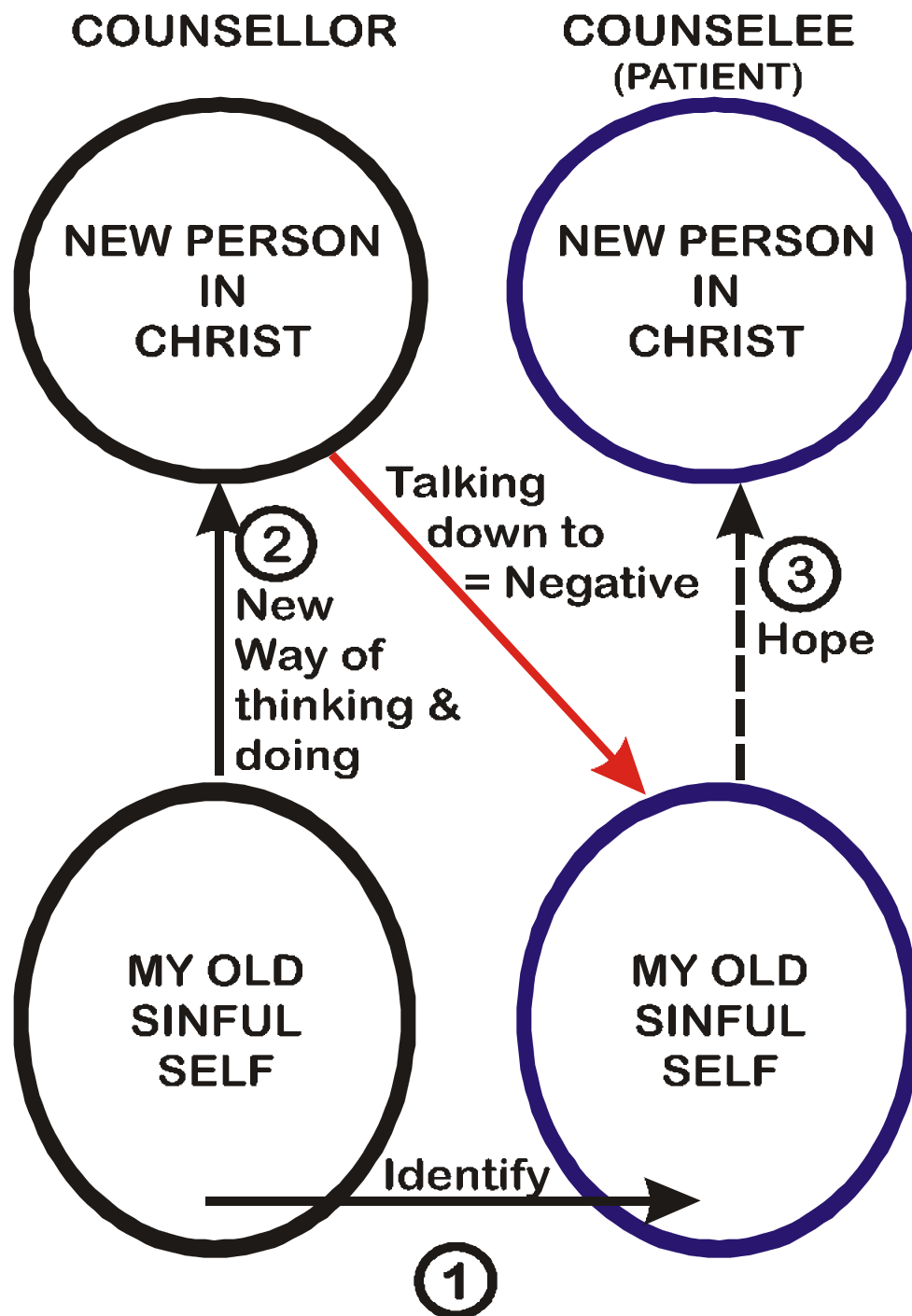
These steps can be seen in this Sketch.

INSPIRATION
and
MAINTENANCE
is components that are present during all the other steps



2.1 IDENTIFICATION AS A COMPONENT OF THE PASTORAL COUNSELLING MODEL.

The counsellor must be very careful not to “talk down” to the counselee according to this sketch



2.2 INTERACTION AS A COMPONENT OF THE PASTORAL COUNSELLING MODEL.

- This counselling situation must be loving and honest.
- The relationship in the counselling session must reflect the counsellors
 - Living relationship with God. This is a pre-condition to effective
 - Counselling and having a meaningful relationship with the counselee.
 - Authenticity, correctness, respect and empathy.
 - Listen – reflect – convey,
 - Microcosm as an example of macrocosm-use hereof.

2.3 INFORMATION AS COMPONENT OF THE PASTORAL COUNSELLING MODEL

- How do we gather information?
- Information – Re:

INFORMATION ON:

THOUGHTS

BEHAVIOUR

MEDICAL

EMOTION

CONDITIONING

DONKIEBRUG OM MAKLIK TE ONTHOU

D:	Denke	Thoughts
O:	Optrede	Behaviour (responses)
M:	Medies	Medical condition
E:	Emosies	Emotions he experience
K:	Kondisionering	Conditioning from past

2.4 INSPIRATION AS COMPONENT OF THE PASTORAL COUNSELLING MODEL

- There is **HOPE**
- I can change - Philippians 4:13. I can do all things through Christ who strengthens me.
- Circumstances can change
- I do not need to remain a casualty or victim of circumstances.
- Even though the circumstances don't change, God will give me strength to find peace in spite of the circumstances.

2.5 INTERPRETATION AS COMPONENT OF THE PASTORAL COUNSELLING MODEL

- Interpret counselee's account into OBJECTIVE facts.
- Interpret what really is going on:
 - What is actually taking place
 - Presenting real problem
 - Identified patient
 - System

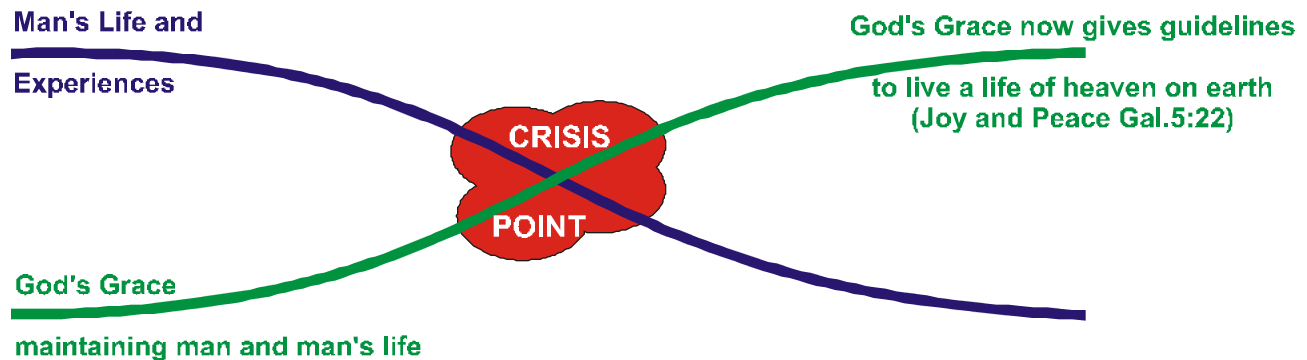
Using Carkhuff's (phase) to assist counselee **to accept personal responsibility** in the situation. (See article on Active Listening)

THIS IS A CRISIS MOMENT!

- Establishing the agenda.
- Interpret results in Biblical terms

Listen

- Interpret
- Discover the counselee's thoughts, motives and attitudes



POINT OF NO RETURN LIES HERE

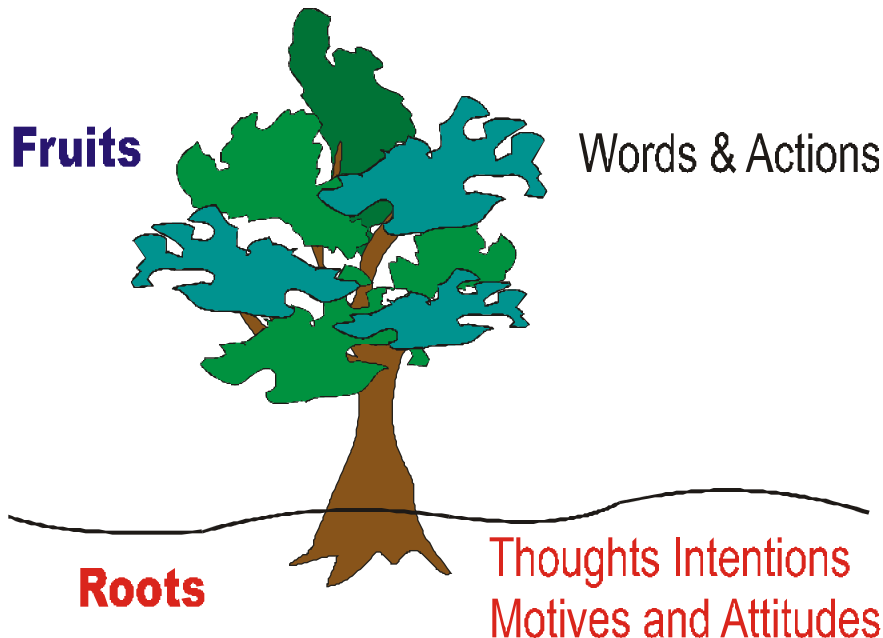
What is a Biblical model: Scriptural understanding of a specific problem e.g. in your marriage or your relationship with children.

- What is the counselee's response to this
- Egotistic or Glory of God
- What sin are we dealing with?
- Methods to help counselee to see and understand the
- Biblical implications.
- Use of Bible study for self-discovery.

2.6 INTENTION AS COMPONENT OF THE PASTORAL COUNSELLING MODEL

- Behaviour pattern as indication of intention.
- Control of intention by means of behaviour pattern.

Hebrews 4:12 For the Word of God *is* living and powerful and sharper than any two-edged sword, piercing even to *the* dividing apart of soul and spirit, and of the joints and marrow, **and is a discerner of the thoughts and intents of the heart.**



2.7 INSTRUCTION AS COMPONENT OF THE PASTORAL COUNSELLING MODEL

WHAT TO CHANGE:

- Carkhuff's **PERSONALIZING** and alternative - (see article on Active Listening)
- How to renew the thoughts/guilt/failure growing into the image of God. Rom.12:2.
- The meaning of biblical "renewal of the mind". How can it be done? Gal.4:1-5:2
- Understand freedom of speech.
- Speaking the truth in love (Ephesians 4:25-5:5.)
- Repentance.
- Godly self-talk.
- How to achieve behavioural change in the believer to the reverence of God.
- The possibility of being different in Christ.
- Reconciliation as part of change.

Seek correct alternatives that glorify God with respect to –

- Thought
- Objectivity
- Medical
- Emotion
- Conditioning

2.8 IMPLEMENTING AS COMPONENT OF THE PASTORAL COUNSELLING MODEL

HOW TO CHANGE:

- Methods to renew the mind
- Methods to change self-talk
- Methods to change behaviour:
- Positive reinforcement Phlip.4:4-8. (Bible study available at downloads)

- Investigate alternatives
- What is the best alternative
- How to achieve the best alternative
- Plan alternatives
- Put off - Put on
- Monitor changes

Teach a biblical way of communication to counselee (See Active Listening)

- How do you listen to others
- How do you express empathy
- How do you confront others

Changing the system in which the counselee lives.

- Determined to what extent the system that the counselee is living / working in, influences his thoughts behaviour and conditioning.
- If negative, find ways to change this.

2.9 MAINTENANCE AS COMPONENT OF THE PASTORAL COUNSELLING MODEL

- What support groups are available?
- Support groups - Bible study – fellowship
- How are they used - can they be used
- What value systems are valid in the groups
- Establishing support groups
- End of counselling.

3. GLOSSARY OF TERMS:

- Synthesis - to combine or to put together various aspects of thought.
- Objective - The absence of prejudice or preconception
- Microcosm is a community or a class as a example of humanity as a whole or a representation on a small scale.
- Empathy - in contrast to "sympathy" the counsellor do not experience the same emotion as the counselee but do understand the counselee's emotion without the need for words.

B. COUNSELLING EXERCISE

1. PRESUMPTION

I assume at this point that you understand fully the contents and working of the discussion situation (Identification, Interaction, Inspiration and Intention). These phases are necessary in any counselling encounter before the counselee will fully trust and confide in you and the real problem is dealt with. In this lesson we will only take a cross section of some of the discussion and concentrate on some pertinent points (e.g. gathering information) and the processing of the same.

2. EXERCISE IN COUNSELLING

The following is a model that can be used as a guideline in counselling. It is good to know your own ability in this area, so that you know when you have learnt something new. This will also act as a motivation to use in future counselling.

3. METHOD

The following is a situation sketch of a member that has sought counsel from a counselee. Read through it and make notes on what you would like to say to the person. Remember that in the actual

situation you do not have too much time to think. The person sits in front of you and needs an answer.

Time: 20 minutes - as an individual.
20 minutes to discuss as a group.

4. PROBLEM SETTING

John is the manager of a large firm. Very successful and is a hard worker. At 30 years of age he is one of the top managers in the group. His bosses use him to solve problems when other branches start to fail. He is the one sent to "fix it". In the past years John has always managed to pull it off.

He complains about depression that has plagued him for more than five years now. Psychologists and the prescribed therapy have not helped at all at some of the best institutions. He however still does his work effectively and is appreciated by his bosses. He works 12-14 hours a day but feels his capability is waning. He feels that he lets some people down in the office. His work is no pleasure at all and in fact feels it to be a drag. This all causes tremendous tension.

When at home, he simply sits and does nothing. He complains about insomnia and irritation. A sense of hopelessness and tiredness plagues him. He has cut himself off from his friends and contact with his family is superficial. He does not experience love towards or from his family, and his wife in the past complained that he only "eats and sleeps at home". He spends more time at home than before but still does not reach out to the family.

His spiritual life was always reasonably good and he is still quite active in the church. He does however feel that he is letting God down when he does not perform according to his own high standards. At present he feels that he cannot pray effectively and meaningfully. Over the past 2 weeks he has not prayed at all. His Bible reading has become drudgery. He feels that God is angry because he cannot have a fulfilled quiet time. The tension is too much. He feels that God has left him.

His health is fairly good although the doctor has suggested he work normal hours. The thought of less work does not leave him satisfied. As a child he felt inferior to his brothers. He felt his parents did not love him as they did the other children. The only way to gain recognition was to achieve and work hard.

If you were confronted with the above situation what would be your answer to John?

Which aspect of the counselling session did you find most difficult?

Of which aspect of counselling would you like to know more?

Let us see how a trained counsellor would handle and answer the counselee.

The counsellor could explain to John:

- Tell them you can't do everything they ask of you.
- Everyone experiences days when they don't feel like praying.
- The result of such an answer is that John's problem is still not resolved.

On the other hand, if the counsellor simply prescribed another code of conduct, then:

- The counselee will still not be convinced that he should do it.
- Does not understand what actually is wrong.
- The counselee is not helped to understand his motivation and how to evaluate it.
- The counselee is not led to be confident and independent in order to deal with a similar situation tomorrow.
- The counselee cannot grow in the process.

If we only change the behaviour, it can become a sort of formalism or works / righteousness process.

If we only change the thinking process, it can lead to a form of rationalism.

If we only get the counselee to feel better, then a form of emotionalism is all we leave the person. He still cannot do the necessary to change.

To avoid the above problems, it is necessary to evaluate the personal/personality information gathered. Various inter-relating facets should be evaluated and a recommendation then made. Johns' past and his thinking patterns determine much of what controls his behaviour.

5. FACTORS THAT DETERMINE A PERSONS BEHAVIOUR

We now have to move from the information gathered to the next step of Interpretation and Intention This can be schematically represented:



Every individuals response to the same **stimulus** will be different.



because

- Influence of the past forms **CONDITIONING AND THOUGHTS**
- Therefore every individuals filter is different.
- It is therefore necessary that the filter (e.g. conditioning and thought) be fully understood before the response / reaction can be rectified.



This filter is formed by situations from the past that condition a person to:

- Set goals
- Take action
- To experience and control emotions and feelings

MOTIVATION
 information is interpreted
 and goals determined
 with expected rewards
 (I must run)



He / She is for example, conditioned:

- To think that:
 - He (John) is less thought of and loved than the other children.
 - Performance determines his acceptance
 - Performance and acceptance determines his value
- To react so that:
 - He will perform better than the others to gain acceptance
- Plan his goals to:
 - Make him achieve his goals to gain peoples attention
- To experience the emotions:
 - of euphoria and acceptance when he achieves well
 - of rejection and sadness when he does not receive acknowledgement

THE STIMULUS	Occurrences / situations that act upon people
HIS PERCEPTION	Senses (the information is filtered through)
F CONDITIONING F	influence of the past forms thoughts and responses
I I	
L THOUGHTS L	(on the grounds hereof)
T T	information is interpreted and goals determined with expected rewards desired (this is the motivation for behaviour)
E E	
R R	
HIS BEHAVIOUR (Response)	occurs so that these goals can be achieved to obtain rewards.
HIS MEDICAL CONDITION	determines to what degree the person physically is able to achieve the task.
HIS EMOTION	The person experiences: <u>satisfaction - goal</u> is achieved <u>frustration - goal</u> is blocked

6. OTHER FACTORS TO TAKE INTO ACCOUNT

Moving from INFORMATION TO INTENTION TO INTERPRETATION

6.1 REACTION

Reality and the facts as the person experiences it, will differ at times. Simply because the person allowed it to pass through the filter. We must therefore determine the real objective facts.

6.2 MEDICAL CONDITION

The medical/physical condition of the person to a large extent determines how he will react. A 75 year old will react differently to a 22 year old. Sickness and the use of medication definitely determine the reaction/conduct of a person. This must be taken into account.

6.3 METHOD

When information is gathered, the task of the counsellor is eased when the various facets are taken into account. He / She must be sure they have covered the main issues.

The following will be of assistance:

- D: Denke Thoughts
- O: Optrede Behaviour (responses)
- M: Medies Medical condition
- E: Emosies Emotions he experience
- K: Kondisionering Conditioning from past

7. TASK

See if you can distinguish / extract the various facets of the sketch previously presented (i.e. John)

7.1 Thought

- *His goals are to get recognition and prestige.*
- *He thinks that he:*
 - *Does not meet peoples expectations*
 - *Does not meet his own expectations*
 - *Does not meet Gods expectations*
- *He is a failure.*

7.2 Behaviour and Facts:

John works very hard. He is unusually successful and enjoys the praise from his bosses. His contact with his family is poor.

7.3 Medical Condition:

Quite healthy but overworked. Complains about tiredness, insomnia and irritation.

7.4 Emotions He Experience

Despondent and disappointed. Feels dejected and estranged from God and man.

7.5 Conditioning from past

His boyhood years at home conditioned him to feel inferior and rejected. He has to work hard to feel accepted.

What were Johns' goals:

That he should be better than other people.

What was the reward he was striving for?

That he would receive acknowledgement from people. This would also make him feel accepted.

Did John achieve this?

NO

Which emotion did he experience?

Despondency, frustration and rejection

These EMOTIONS gel with the GOALS that were not achieved. This is probably an indication that the goals mentioned above were the hidden goals.

8.4 FILTER

If the counsellor is to help the person then you have to take the person beyond this point. We must establish how his/her filter establishes these hidden and sometimes incorrect goals.

When the counselee can see the pattern in his/her life - the person is well able to avert similar situations in the future. (Research has shown this to be the only lasting way to overcome personal difficulties (i.e.) to grow consistently and personally through intra-personal growth. The counselee must be assisted to take on this responsibility as soon as possible.

8.4.1 Method

- Ask the question:
How did the happenings of the past, condition the person to think about himself and his ability? &
How was he conditioned to think?
-
-
-

He feels inferior; he can only cope when he performs better than others. He has discovered that he can work hard and that it brings him recognition. If he does not do it, he will be rejected.

8.5 EVALUATION

The above must now be evaluated in terms of the Bible and we must discover if this is how a believer should react and live in respect to:

- Reaction/Conduct/Lifestyle
- Motivation (Goals and rewards)
- Filter (Thoughts and conditioning)
- How are these expressed in Johns' life?
- His REACTION / LIFESTYLE / CONDUCT is incorrect because:
His health is deteriorating by working 12-14 hours per day.
His family is neglected.
- His MOTIVATION is incorrect because:
He works to be accepted by people.
- His FILTER is incorrect because he thinks that:
God expects from him the impossible.
People accept him only when he performs.
His value is established by the acceptance of people.

- His EMOTIONS are wrong because he strived after incorrect goals. Correct emotion is blocked.

9. INTERPRETATION (Evaluation in Biblical Language)

Instead of talking now about incorrect reaction or motivation or thought; this evaluation must now in Biblical terms be "interpreted".

The incorrect FILTER:

that people only accept him when he performs
that his value is in acceptance only

This is clearly a "respect of persons" and self adoration/honouring/self righteous problem.

10. INSTRUCTION

While the interpretation phase mostly is the counsellors responsibility etc - this must be approached as a team effort. The counsellors interpretation must be shared with the person. He must be asked if he agrees with the result. He alone knows his deepest thoughts, desires and feelings and motivation. This is a very critical phase, therefore it must be shared very sensitively with him.

10.1 METHOD

The use of questions in this phase is very effective. Suggestions containing the same content is often rejected and elicit a lot of resistance.

Carkhuff's model can be used effectively here. This consists of a series of standard questions that will lead the person to acknowledging and accepting responsibility in the matter.

This model has as rationale that a person by nature will see others as the reason for his problem. This allows the person to firstly look at others as the possible cause, and then to be given the opportunity to accept the responsibility in the matter.

This can be described briefly as follows:

10.1.1. Summary of the **INFORMATION received.**

"You say that this"

"You say that the workload is too much.."

10.1.2. Rehearsal of the **EMOTION received.**

"It seems as if you feel ..."

"It seems as if you feel despondent..."

10.1.3. Rehearsal of the emotion and the **EXTERNAL REASONS given for it.**

"It seems as if you feel... because he / she / they..."

"It seems as if you feel despondent ... because your bosses expect too much of you "

The following step is the critical stage; here the person must be led to accept personal responsibility.

10.1.4. **PERSONALIZATION ... rehearsal of the emotion and the indication of internal personal reasons.**

"You feel thus ... because you ..."

"You feel despondent because you do not know how to handle it."

10.1.5. **INTENTION = INTERPRETING HIS CONCLUSION IN BIBLICAL TERMS.**

As soon as the person has accepted responsibility, it is the counsellors' task to lead him / her to the following important step. He must see his own guilt / failure or responsibility in Biblical terms. It is through questions that the person must be led to the interpretation.

"John, you say you are not able to cope with your bosses requests ..."

"Do you really think they are requiring these things of you"

"Why do you think it is so difficult to work less or to say to your bosses you cannot cope"

"If you say it is because you are scared that they will not think well of you as before, what determines your values then.?"

"What should determine your value if you say you live by grace."

"If you say it is because you are scared they will not think much of you as before, who controls your life."

"Who do you think should be in control of your life if you say that you trust in God alone"

"What have you discovered now about your relationship with God."

"What does the Bible call this sort of thing that we have identified in your life." – Sin - don't ever try to minimalise sin.

10.1.6. INSTRUCTION = IN SEARCH OF BIBLICAL ALTERNATIVES

The following phase transpires due to the fact that the person needs to find a Biblical alternative. Use questions instead of commands.

"What should a believer do when he discovers that he was wrong and that he sinned against God ..."

Note - Here we have a different facet to that in Psychology. It does not just help if the person realises he was wrong, admits it etc. He needs to confess this failing to God.

"What should a believer do when he discovers that an incorrect controlling factor led him to have a wrong schedule." – Confess sin.

Note that it is not just a change of thought but also a change of action.

"What should a believer do when he feels he is slipping back into the same pattern concerning his boss and his own actions, when he knows it is wrong."

Note - We need to work on incorrect conditioning as well, because in Christ we are more than we were before.

"What should a believer do when he has decided to allow Christ to break into his work situation and his home life. He still feels tense and does not work the way he should."

Here the person needs to be shown that our faith does not depend on our feelings. We do things in obedience to God. If I do that which is right I will eventually feel good.

The satisfaction and peace of God. Romans 14 v 17.

Not the sort of "feel good" that we sometimes pursue.

10.1.7. IMPLEMENTATION

Due to a lack of time, we cannot do this phase completely now. We will have to make do with some remarks only.

Repentance / Confession.

It is clear that this person has a problem with Gods righteousness; He thinks he must earn Gods righteousness just as the respect of persons must be earned.

Bible study on Romans 7 & 8 is necessary.

This problem must be rectified. He already has a guilt feeling toward God. The problem will only worsen if he does not return to grace. This matter cannot be dealt with in a cognitive manner. John will return from time to time to the same law / (earn my way) mentality. It is necessary to teach him to note how many times he feels afraid of God because of what he is doing. Every time it happens, he should repent of his action because he is relying on his actions and not on Gods grace. After a while he will begin to realise the folly of living out of law and not under grace. By being made aware of this, and repenting before God, his understanding of "grace language" will deepen.

He will not just say it with the mouth, but will live the life of a believer. It is good to give him a scripture to which he can tie this truth. This should be repeated and rehearsed so that he can trust in Gods promises (i.e.) Romans 8 v 1. There is therefore no condemnation in Christ Jesus. Or Hebrews 4:16.

The thought of "positive self talk" is much the same as we have in mind here.

The counsellor must take the trouble to impress the fact that Gods grace is bigger than our trespasses.

Psalm 32 is a good Psalm to show the need for repentance from guilt etc. (Bible Study)

This will also strengthen the conscience knowing that when God forgives then peace comes.

Every time tension arises John will need to find the reason for this. If it is clear that he is looking for acceptance again, or the reason why he is working hard, then he should learn to repent before God. The basic principle is that the more you repent, the quicker release will come.

11. THE CHANGE OF BEHAVIOUR

John will need to draw up a programme where a more realistic work programme can be accomplished. This will need to allow time for relaxation, his family and his wife. He will need to discuss this schedule with them and consensus established. A programme of behaviour modification is very necessary.

Incorrect behaviour is monitored over a period of time; the desired behaviour is completely spelled out, and is broken up into small achievable units. A reward is also established once the result is achieved. Negative behaviour must be ignored as far as possible. Every success becomes an encouragement to continue with the new behaviour pattern. As soon as one area is conquered, the next one can be concentrated on.

EXERCISE IN COUNSELLING

We need to test the counselling model presented. Your ability can be tested and monitored.

EVALUATION

How would you evaluate your first attempt (situation sketch - John). Using a sliding scale.

10 - Very good

1 - Poor.

Evaluate the result of the following exercise after the class discussion to see how you are doing.

10 - Very Good

1 - Poor.

How do the two attempts compare.

TASK

Read the following situation sketch and do an analysis according to the model just given. It may take some time to get into it. It will however give you more self-confidence for the future.

METHOD

Follow the steps laid down in the model.

Write the steps and your results. It would help a lot if your results can be tabulated and discussed.

TIME

About 45 - 60 minutes.

SITUATION SKETCH

Yolanda is a 22-year-old student doing her Masters Degree. She has received many merit bursaries and is highly esteemed as an outstanding researcher. She spent a weekend with her sisters' family and was very upset by a happening in the family.

Lea, her sisters' daughter, had a fall out with her mother, which really upset - Yolanda. Lea holds Yolanda in high regard (almost hero worship) and wanted to know what Yolanda was going to do after her studies are complete. Her friends are pressing her as to reveal what her aunt Yolanda is going to do.

Yolanda wanted to start talking (i.e.) about the hard work and demands of her studies but her sister did not give her the opportunity. She chipped in and said what a hard worker Yolanda is and that Lea would have to pull up her socks if she wanted to be anything near what Yolanda was achieving. "You can see yourself" she said, "Yolanda never gives up hope, even under trying circumstances. I admire her myself because I did not have the same drive and consistency to do my masters degree."

Back at the campus her professor called her in and introduced her to an honours student, Doors, which she is to assist. During the session, the professor assured Doors on several occasions that Yolanda would assist him in certain aspects where he was unsure. "She is very qualified" and the university was proud of her work. If Doors required anything, he should simply ask Yolanda for the required aid.

During the interview, two additional problems came to the fore, regarding another honours student named Santa. The professor again turned to Yolanda and requested that she research the matter and report back to him, as she is the only one that can do it.

After the interview she made an appointment with Santa, but was unable to keep it due to an exam schedule she was busy with.

Yolanda complains that she cannot sleep and cannot concentrate on her work, to such an extent that she has accomplished nothing in two weeks, even though she try her best, somehow she just can't get to it.

She has said: "I am at present very touchy and this is not really part of my nature. I feel like I am against a brick wall."

What do you mean? "I have doubts about the meaning of life. Is it worth going on."

She avoids people, even her colleagues and friends. This is an old reaction pattern that has surfaced at previous times and is becoming more noticeable.

She feels aggressive if someone asks her what is wrong. She did not want to attend therapy as she felt other people had nothing to do with her problem. During the past two weeks she realised she cannot solve the problem on her own.

After a previous lapse she felt that a deepening in her spiritual life was taking place.

There was more zeal and dedication to her quiet time and her prayer life deepened.

She could handle problems with her family and colleagues and when she did react incorrectly she could confess it to God and restore her own inner peace and that with other parties. This improvement continued for several months and now something has gone wrong again.

Suddenly a change has stepped in. She is moody and aggressive and when she wants to confess it, she seems to be against a solid wall in her prayer life. She even at previous times acknowledged the sin but now even though she confesses her fault, it does not help to rectify the problem.

She is sure that things went wrong first after her interview with the professor and the weekend with her sister.

She does not know what the problem is and therefore she cannot rectify the matter.

**ANSWERS TO YOLANDA'S PROBLEM
HER REACTION**

What is the actual situation, why do you think Yolanda is so despondent and experiencing the symptoms as described.

Because she is in a situation that she no longer can handle. Too much is expected of her. She cannot cope even though she tries. She is not achieving at all.

MOTIVATION (Goals and rewards)

What is the goal she has set herself?

That she does not want to let the family and friends down.

Did she accomplish her goal?

Which emotion did she experience?

Frustration and increased tension.

FILTER (Thoughts and conditioning)

How did happenings in the past condition her to think as she does about her ability and herself?

She can achieve the impossible. Everyone expects it of her. She receives recognition and praise when she accomplishes the impossible.

What did she think would happen when she did the opposite ?

People would think less of her and she would not receive the recognition she always enjoyed. She would even think that she failed.

EVALUATION

The above needs to be evaluated in the light of the Bible to see if that is how a believer should behave in respect to:

FILTER (Thoughts - conditioning)

MOTIVATION (Goals and rewards)

REACTION

Her conditioning is incorrect because she believes people expect the impossible from her.

If she does not do it they will not accept her.

Her motivation is incorrect (i.e.) recognition from people motivates her.

Her reaction is incorrect (i.e.) she uses her energy to pursue wrong goals.

Her emotions experienced are incorrect (i.e.) the negative reaction is proof that her goals are blocked (she cannot do the impossible) and cannot get the honour she hoped for.

INTERPRETATION

This *evaluation must be* interpreted in Biblical terms. We won't talk of her incorrect reaction or motivation. Her incorrect motivation we can present as "honouring people". It can also be pointed out that her requirement of honour from people indicates self-worship (i.e.) a god. She allows herself to be overloaded to gain recognition.

It is necessary that when we come to the place of instruction and implementation the above wording should be woven into it.

CASE NO 1

"THE PISTOL IS AT MY HEAD"

Your telephone rings one morning at one o'clock, and you find yourself speaking with Mary, a middle-aged married woman, the mother of two teenagers, who, together with her family is a member of your congregation: You have noticed that she has missed services recently, but you had no other indication of any difficulty. However, there is no doubt in your mind as you listen to her now that she has been drinking heavily, and worse yet, she is threatening to commit suicide. You talk, trying to get the story. Her

response to your questions about how she expects to take her life is both swift and frightening: "The pistol is at my head as I speak." You urge Mary to talk over her problem, assuring her that the situation indeed is serious and should get immediate attention. But, she refuses to tell you anything more unless you swear never to reveal to anyone what she tells you.

Problems:

- 1. Should you accept this condition? Justify your answer biblically.

- 2. Is there any other way of handling the problem?

- 3. What would be your goals and methods in meeting the threat of suicide?

CASE NO 2

"NOTHING LEFT" TO THEIR MARRIAGE"

"There is nothing left to our marriage"

That's the way Milton put it as he ended a long tale of disagreement, heartache, and frustration. To which he added (as the final fillip): "I don't have a speck of love left for Marge any more."

She was quick to agree: "...And I don't love him either, all of the feeling I once had for Milt has drained out." They had come not for help but to obtain salve for their sore consciences. As Christians, they knew they had no biblical grounds for the divorce, which they were contemplating. Yet, in disobedience to God's Word they were intent upon getting it because life together any longer seemed unbearable. "Perhaps if we explain our situation to a Christian counsellor, he will agree with us and reassure us that in our case a divorce is warranted; that God will make an exception." That was the way they thought. They are here not to seek reconciliation, but rather to obtain balm from Gilead to rub on their guilty consciences.

Problems:

- 1. What erroneous notion do Milton and Marge hold in common?

- 2. What do they need?

- 3. How will you meet this need?

CASE NO 3

SHE SIMPLY HAD BEEN WAITING

Eight days after Christmas Phyllis announced to Frank, "I'm leaving you; I waited to tell you so that I wouldn't spoil your holiday." The announcement struck him like lightning out of the blue. Until that very moment he had thought that they had an ideal marriage. He thought - "They rarely argued; he was easy going and asked little more of her than to make the meals, wash the clothes, and keep house. He didn't run around - every night in the week you could find him at home domestically reading the newspaper or watching TV. They were both Christians; went to church regularly. He loved her deeply, they had raised three children successfully (after all, Franklin Jr. had just left home for his second semester at Christian University, and Betty and Joan were successful in their studies.

Problems:

1. Why do Frank have no knowledge as to his wife's intolerable pain?

2. What erroneous notion do Milton and Marge hold in common?

3. What do they need?

4. How will you meet this need?

HOW OFTEN DO YOU EXPERIENCE THE FOLLOWING EMOTIONS:

4=MORE OFTEN
2=SELDOM

3=OFTEN
1=LESS SELDOM

How often do you experience this emotion = Column A

How often do you relate this to somebody else = Column B

	A	B		A	B
Successfull abnormal			Do not want to please others		
Sinfull			Supportive		
Selfpity			Excited		
Dumb (Dom)			Failure		
Supportive			Success		
Willing			Agony (Bevrees)		
Touchy			Friendly		
Nasty			Unfriendly		
Uncertain of others			Frustrated		
Insecure			Hateful		
Misused by others			Aggressive		
Worthless			Humorous		
Sad			Hurt		
Rewarding			Ignored		
Headstrong			Impatient		
Suspicious			Uncontrolled		
Successful			Involved		
Uncouth			Jealous		
Satisfaction			Loving		
Confused			Beloved		
Excluded from others			Love orientated		
Unimportant			Misunderstood		
Brutal			Needed		
Protective			Optimistic		
Dependant			Out of control		
Depressive			Peaceful		
Courageous			Proud of others		
Independent			Proud of yourself		
Desperate			Sadistic		
Disappointed					
Surprised					
Dominated					
Dominating					
Self-pity					