**Christian** **Counseling**

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**I. The example for counseling was set by Christ**

A. He embodied the nature of the counselor "His name shall be called Wonderful Counselor". (Isaiah 9:6)

B. Jesus was actively involved in counseling while on earth.

1. The woman taken in adultery was seen in the morning. (John 8 1:ll)

2. The woman at the well in Samaria was seen at noon. (John 4)

3. Zacchaeus was seen in the afternoon. (Luke 19:11-20)

4. Nicademus came at night. (John 3:1-17)

II. Counseling as a Christian ministry

A. Definition of counseling: "Christian counseling may be broadly defined as a relationship in which one individual, by virtue of both spiritual and psychological insights, seeks to help another individual recognize, understand, and solve his or her own problems in accordance with the Word of God" (Meier, Minirth, and Wichem). [cf. Ephesians 4:14-16]

B. Goals of Christian counseling (Collins).

1. Self-understanding

2. Interpersonal communication

3. Learning and behavior change

4. Self-actualization (Galatians 2:20)

5. Support in meeting the problems of living

C. Basic principles of effective counseling (Tan).

1. The Holy Spirit's ministry as counselor or comforter is critical in effective Christian counseling.

2. The Bible is the basic guide for dealing with problems in living. (2 Timothy 3:16)

3. Prayer is an integral part of biblical counseling. (James 5:16)

4. The ultimate goal of counseling is to make disciples or disciples of clients.

5. The personal qualities of the lay Christian counselor are important to effective counseling.

6. The client's attitudes, motivations, and desires for help are crucial factors for determining whether counseling will be helpful or not

7. The relationship between the counselor and the client is another significant variable affecting the effectiveness of counseling.

8. Effective counseling is a process which unfolds cyclically, from exploration to understanding to action phases.

9. Directive or nouthetic counseling is an important part of Christian

counseling, but style or approach in counseling should be flexible.

10. The model remains flexible with regard to specific techniques or methods to be used in counseling at different stages or phases.

11. Effective counseling requires cultural sensitivity.

12. Outreach and prevention techniques are also important for effective lay Christian counseling.

13. Lay Christian counselors must be aware of their limited knowledge and skill in helping people with needs and problems.

D. Uniqueness of Christian counseling (Meier, Minirth, and Wichem)

1. Christian counseling accepts the Bible as the final authority on the principles of life.

2. Christian counseling depends not only on human will but on the enabling power of the Holy Spirit to solve the problems of living.

3. Christian counseling brings the counselee face to face with God and the power of the Holy Spirit to bring victory over sin.

4. Christian counseling deals effectively with the past life of the counselee.

5. Christian counseling is based on the freeing power of God's love.

6. Christian counseling deals with the whole person.

E. Qualities essential in a Christian counselor (Collins; Meier, Minirth, &

Winchem)

1. An accepting attitude (Collins)

a. Warmth

b. Genuineness

c. Empathy

2. Good listening skills

3. Knowledge of proper techniques

4. Appropriate use of scripture and prayer

5. A personal approach (genuineness)

6. An unshockable response

7. Confidence in Christ

8. Sense of humor

F. What Christian counselors do (Collins; Meier, Minirth, & Wichem)

1. Attending

a. Eye contact

b. Posture

c. Gestures

2. Listening

3. Responding

a. Help people gain insight

(1) Past vs. present

1. Feelings vs. behavior
2. Directive vs. non-directive technique
3. Spiritual and emotional balance

b. Leading

c. Reflecting

d. Questioning

e. Carefronting

f. Informing

g. Supporting and encouraging

4. Formulating a plan - teaching and guiding

G. Services Christian counselors offer (Brock in Gilbert and Brock, Vol. H)

1. Individual counseling

a. Conversation

b. Advising

c. Counseling

d. Psychotherapy

2. Group counseling

3. Couple counseling

a. Premarital

b. Marital

4. Family counseling

5. Intensive counseling/psychotherapy

III. Psychological backgrounds essential of Christian counseling

A. Definition: Psychology is the science and art of human and animal behavior.

B. Purposes of psychology

1. Understand behavior

2. Predict behavior

3. Control behavior

C. Cautions in reading psychological research (Feigl)

1. Replication (repeatability) freedom from personal or cultural bias

2. Reliability sufficient degree of confirmation

3. Definiteness - precision

4. Coherence systematic structure

5. Comprehensiveness - scope of knowledge

D. Cautions in reading psychological research (McCandless)

1. Contamination - the investigator knows the predicted nature of the relationship between an independent and a dependent variable and has control over both.

2. Reconstruction through retrospection

3. Faulty logic attributing effective to the wrong antecedent stimulus.

1. Poor definition of concepts
2. Direct influence of investigator (Hawthrone effect)
3. Biased samples must be random

7. Unsound generalizations

a. Presenting the findings as more significant or clear-cut then they are

b. Applying findings from one situation to circumstances that are different in nature, such as in animal-to-human comparisons

c. Applying findings from one population to another population differing in basic dimensions (cross-cultural studies)

E. History of psychology in perspective

1. Philosophical roots (Socrates, Plato, Aristotle)

2. Structuralism (Wilhelm Wundt)

3. Functionalism (William James)

4. Behaviorism (John B. Watson, B. F. Skinner, Joseph Wolpe)

5. Gestalt (Max Wertheimer, Kurt Koffka, Wolfgang Kohler)

6. Cognitive psychology (Edward Tolman, Aaron Beck)

7. Psychodynamic psychology (Sigmund Freud)

8. Analytic psychology (Carl Jung)

9. Individual psychology (Alfred Adier)

10. Third Force: humanistic, existential, phenomenological

psychology (Abraham Maslow, Carl Rogers, Gordon AUport,

Rollo May)

11. Christian approaches to psychology (Gary Collins, Larry Crabb,

H. Newton Maloney, Bruce Narramore, Sing Yang Tan, Maurice

Wagner)

IV. Integration of psychology and theology

A. All Truth is God's truth (Holmes)

1. God exists and is the source of all truth

2. Bible special revelation

3. Nature general revelation

4. Theology - study of the Bible

5. Science study of the natural world

6. Man exists and is to know the truth

B. Secular and Christian models of psychology and religion compared (Collins)

1. Psychology against religion - psychology and religion are different: the holder of one view dismisses the other as being harmful or irrelevant (Freud, Ellis, Adams)

1. Psychology of religions religion is seen as relevant to psychology; good psychology translates the valid insights of religion into psychology and uses them for human good for spiritual growth (Fromm, Mowrer, Gates, Relational Theology)

3. Psychology parallels religion - religion and psychology are separate, unrelated spheres; there are parallels of interest and similarities of interest as well as similar subject matter, but there is no interaction (Thome, Clement, Meehl)

4. Psychology integrates religion unification of religion and psychology is both possible and desirable (Allport, Franki, Crabb, VanKaam, Hulme, Wagner, Carter and Mohline)

C. Effective biblical counseling (Crabb)

1. Separate but equal

2. Tossed salad

3. Nothing buttery

4. Spoiling the Egyptians

D. The Rosemead School (Carter & Narramore)

1. Psychology over theology

2. Theology over psychology

3. Psychology parallels theology

4. Theology integrates psychology

**V. Basic assumptions of psychology and theology (Crabb, Brock)**

A. There is order in the universe with a cause and effect relationship

B. All behavior is caused, but we are not always aware of the cause

C. We are in tune to our most pressing needs

D. How we function in groups usually is based on our unmet needs for acceptance

E. People are basically carnal but hate to admit it

F. Need for love and social relationships is universal

G. Need for meaning and hope is universal

H. There is need for personal authenticity: be who you are!

1. We need to accept responsibility for our behavior

J. Thinking influences our feelings and behavior

K. We live in a contaminated world and are subject to environmental influences

VI. Biblical influences on psychological thought (Gates)

A. Old and New Testament vocabulary

1. The Old Testament portrayed man as a unity (nephesh). Not fragmented into body, soul, and spirit - the Hebrew language did not separate physical and psychological or natural and supernatural.

2. Greek thought separated mind (psyche) and spirit (pneuma) from flesh (sarx) and body (soma)

3. Roman thought, through the Latin persona, introduced the idea of mask, character being played, or part of a play

4. Religion, as such, is not a major concern in the New Testament; the emphasis was on character, the totality of being (striking a mint, impression of a die in pliable metal)

B. Goidman's development of religious maturity

1. Early childhood (5-7) God as omnipotent

2. Middle childhood (8-9) anthropomorphic God

3. Later childhood and pre-adolescence (9-12) God is seen as supernatural instead of superhuman

4. Adolescence (age 13 up) God recognized as Spirit, unseen and unseeable, but communicates internally without human voice.

C. Stages of religious maturity (dark)

1. Stimulus-response verbalism - rote memory and repetition

2. Intellectual comprehension - understanding for argumentation

3. Behavioral demonstration - participates in rites and rituals without commitment to sacraments

4. Comprehensive integration - behavioral demonstration of religious principles

VII. The Holy Spirit and counseling

A. The Holy Spirit as paraclete the counselor's counselor (Menzies in Gilbert and Brock)

1. The Holy Spirit is the divine helper (John 14:16)

2. Interaction of the Trinity (Ephesians 1:3-14)

a. God the Father conceived the plan of redemption (John 3:16)

b. God the Son effected the plan of redemption

c. God the Holy Spirit applies the fruits of redemption – He is the "down payment" on the Coming Age: "What Jesus - - the First Helper accomplished, the Holy Spirit the Second Helper - was dispatched to make vivid and real"

3. The Holy Spirit is a personal model - He possesses intellect, emotion and will (I Corinthians 2:10) and ministers by gentle persuasion (John 16:8-11)

4. The Holy Spirit focuses on Christ - draws attention to Christ, not

Himself

5. The Holy Spirit brings wholeness to the individual He is the life-giving Spirit who ministers wholeness to people (John 10:10)

6. He is the Spirit of Truth - available to lead to the resolution of problems and discoveries of new dimensions of truth

a) To the Christian - applying truth, whether discovered through general revelation (science, nature) or special revelation (Bible)

b) To the unbeliever to convict, convince and persuade (John 16:8-11). He uses human instruments (counselors) to deliver the facts of the gospel (Romans 14:14-17).

7. The Holy Spirit is innovative and creative available to invade creatively into need situations (problem-solving and baffling counseling situations).

8. The Holy Spirit is the Enabling Spirit - the source of power and wisdom.

B. The Gifts of the Spirit (Horton in Gilbert & Brock)

1. The purpose of spiritual gifts is to build up (edify) the church and the believer
2. Overview of spiritual gifts

a. Body gifts (ministries rather than offices) [Ephesians 4:11-16]

(1) Apostles

(2) Prophets

(3) Evangelist

(4) Pastor-teacher

b. Expression gifts the Gifts belong to the Spirit, not the believer, and can be lost through unbelief (I Corinthians 12:8-10)

(1) A word of wisdom

(2) A word of knowledge

(3) Faith-obedience

(4) Gifts of healing

(5) Workings of miracles

(a) Deeds of might, supernatural power, direct divine interventions to meet human needs

(b) God does not break natural laws but He may suspend them

(6) Prophecy - edification, exhortation and comfort

(7) Discerning of Spirits

(a) Spirit of God

(b) Spirit of man

(c) Spirit of the devil

(d) "Like the other gifts, this one does not raise individuals to a new level of ability. Nor does it give anyone the power to go around looking at people and telling them of what spirit they are. It is a specific gift for a specific occasion” (Horton in Gilbert and Brock)

(8) Tongues and interpretation

(a) Equivalent to prophecy in public meetings

(b) Personal edification, upbuilding strength

(c) Praying in the Spirit

c. Other gifts (Romans 12:6-8)

(1) Administration

(2) Helps - to devote oneself to acts of kindness (I

Timothy 6:2)

(3) Service ministry of the Word and ministry of deacons, service involved in preparing a meal, ministry of reconciliation, and distribution of help to the poor

(4) Exhortation

(5) Giving

(6) Ruling giving of loving concern, care for souls

(7) Mercy - gracious acts of compassion in care of the needy, sick, hungry, naked or insufficiently clothed, plus those in the "prison-house" of sin

3. Gifts to be operated in love (I Corinthians 13)

4. Gifts are operated under the control of the believer

5. Every believer is gifted every believer contributing

a) Gifts are to be manifested in an atmosphere of expectation and hope

b) The Spirit has come to abide, to settle down to stay, in the hearts and lives of both the individual believers (counselor and counselee), and in the midst of the local assembly

c) Even though God does not wait until we are mature to use us, the Holy Spirit wants us to be holy vessels

6. The use of spiritual gifts in counseling

a) Intervention - word of wisdom, word of knowledge, discerning of spirits, reveal scriptural guidance and help

b) Healing - bodies, spirits, minds, memories

c) Prophecy - exhortation, edification, comfort, insight for helping others

d) Daily praying in the Spirit

# VIII. Crisis counseling

A. Defining the issues

1. A Crisis: "When a problem is overwhelming, or when our support system, either within ourselves or from others doesn't work, we are thrown off balance. This is a crisis" (Wright).

a. The Chinese character for crisis consists of two symbols: danger and opportunity.

b. A crisis is not always bad it can be an opportunity for growth as well as a potential danger.

2. Questions to ask yourself when involved in crisis intervention.

a. How would I feel if I were facing this crisis?

b. What would I do if I were involved in this situation?

B. Common elements of crises (Wright)

1. A hazardous event with potential for pain or a sudden change in the direction of life.

2. A vulnerable state for which coping skills are inadequate.

3. A precipitating factor, "the straw that broke the camel's back".

4. Indications of an active crisis.

a. Symptoms of stress anxiety, depression, psychosomatic illness

b. Attitude of panic or defeat

c. Focus is on immediate relief

d. Lowered efficiency

5. Common reactions to a crisis

a. Denial

b. Anger why me?

c. Bargaining I promise. . .

d. Depression - suffering, loneliness, helplessness, stress, withdrawal, insomnia

e. Accompanying emotions fear, guilt, grief

6. Balancing factors

a. Adequate perception the way the problem is viewed and the meaning it has for the person

b. Adequate network - friends, relatives, agencies

c. Coping mechanisms - rationalization, denial, gaining information, problem solving, decision making, prayer, Bible reading.

C. Phases in working through a crisis

1. The impact phase

a. Usually very brief except in divorce situations

b. Arouses the fight or flight syndrome "Fighting and attempting to take charge again in the midst of a crisis seems to be the healthier response. Running away only prolongs the crisis" (Wright).

c. Thinking ability is lessened.

d. The person reminisces about the loss in proportion to the value of the loss.

2. Withdrawal - confusion phase

a. Decline in emotional level tendency to deny feelings or repress them

b. Person needs help in reorganizing life

c. Tendency toward self-pity

3. Adjustment phase longer period of time

a. Detachment from the lost object approaches completion.

b. New things begin to hold significance.

c. Hope begins to emerge, but fluctuates.

4. Reconstruction - reconciliation phase

a. Hope becomes spontaneous with a new perspective on life.

b. New strength and appreciation emerges.

c. New values for approaching life are devised.

d. A person's attitude in a crisis determines whether it becomes a restrictive, crippling tragedy or a growth-producing experience in spite of the pain.

D. The process of crisis intervention

1. Make immediate intervention

2. Take action that is meaningful, purposeful, and goal-oriented -- distinguish issues that must be attended to immediately from those that can be postponed.

3. Set limited goals to restore the person to a state of balance.

4. Foster hope and positive expectations.

a. Provide adequate information to see the complete picture.

b. Note how the person is interacting with the objective situation.

5. Provide adequate support.

a. Listen to what the other person is saying.

b. Speak for yourself without assuming another's position.

c. Distinguish between thoughts and feelings.

d. Clarify ambiguous issues.

f. Determine what can be resolved and what needs to be postponed for later consideration.

g. Draw on family strengths.

h. Focus on decision making and problem solving.

(1) A decision is the process by which a person selects among two or more alternatives or possible solutions.

(2) Difference between decision making and problem solving.

(a) Decision-making involves choosing among two or more opportunities of equal value.

(b) Problem solving seeks one best solution among unequal options with a known best result.

(3) Steps in decision making

(a) Define the decision to be made.

(b) Determine what is important and why you want to do it.

(c) Examine the information at hand.

(d) Seek new information as needed.

(f) Develop a plan of action.

(g) Make the decision.

(h) After the crisis has subsided, evaluate the effectiveness of the decision.

(4) Steps in problem solving.

(a) Define the problem to be solved.

(b) Set boundaries to limit the problem.

(c) Seek adequate information.

(d) Guide in processing of the information.

(e) Encourage staling and testing possible solutions (hypotheses, scenarios).

(f) After the crisis has subsided, evaluate the effectiveness of the problem solving strategy.

i. Build self-esteem

(1) Conditions for fostering positive self-esteem

(a) Emotional warmth and acceptance

(b) Effective structure and discipline

(c) Encouragement of competence and self-confidence

(d) Assistance during crisis periods

(e) Appropriate role models

(f) A stimulating and responsive environment

(2) Components of self-esteem (Carlson)

(a) Feelings: What do I feel about me? (emotions)

(b) Belief: What do I believe about me? (Convictions)

(c) Values: How much do I value me? (worth)

(d) Perceptions: How do I see myself? (images)

IX. Selected counseling problems

A. Death

1. Kinds of grief

a. Normal grief involves sadness but is free from guilt and shame; is different from depression.

b. Delayed grief

(1) The sufferer appears to behave as usual, but speaks of feeling "numb".

(2) Experiences intense yearning and suffering associated with reminders of the deceased person.

(3) Experiences psychosomatic symptoms with signs of depression.

2. Stages of normal grief (Westberg)

a. Shock

b. Emotional release - cry, talk

c. Depression and loneliness

d. Symptoms of distress physical and emotional

e. Panic about self and future

f. Guilt

g. Hostility and resentment

h. Inability to return to usual activities

i. Hope gradually returns

j. Struggle to affirm reality

3. Helping the grieving person

a. Being where he/she is -- allow them to review the terminal illness that claimed their loved one.

b. Clarify his/her expressed feelings -- encourage recollections about both positive and painful memories.

c. Empathize -- feel with the person.

d. Be sensitive to his/her feelings; avoid saying too much use reflective listening and allow crying.

e. Avoid faulty reassurances.

f. In the initial stages of shock, assist the person in making day-to-day decisions; discourage making major decisions at this point.

g. It takes two or more years for a widowed person to recover from the death of a spouse.

B. Divorce -- the never ending death

1. Overlapping stages of divorce

a. Emotional divorce -- when parents begin withholding emotion from each other.

b. Legal divorce lawyers are retained and petitions filed; a period of separation and disruption.

c. Economic divorce alteration of family life style.

d. Co-Parental divorce -- the parents are divorced from each other but not from their children.

e. Community divorce the status of the children is irreversibly changed at school and church.

2. Effects of divorce on children

a. Preschool

(1) Regression to earlier behavior

(2) Needs extra help and attention

(3) Bewilderment

(4) Experiences guilt over causing parental/marital problems

(5) Feelings of depression

(6) Low self-esteem

(7) Learning problems

b. Elementary school (6-12)

(1) Anger and hostility toward parents

(2) Fears of being forgotten or abandoned

(3) Demands help and attention

(4) Inattentiveness and distractibility

(5) Premature adolescent interests in sexuality and independence

(6) Lowered school achievement, particularly in mathematics

(7) Lowered IQ

c. Secondary school (teens)

(1) Anger and hostility toward parents

(2) Feelings of depression

(3) Lowered school achievement, particularly in mathematics

(4) Shame and embarrassment

(5) Anxiety about finances and future economic disadvantage

C. Suicide

1**.** Defining the problem

a. "Suicide is a deliberate act of self-destruction in which the change of surviving is uncertain" (Wright).

b. "Suicide is an act of killing oneself, usually in a conscious manner, and taking death as a means or as an end" (G. Deshaires, French psychiatrist).

c. Suicide has become the third leading cause of death (behind motor vehicle accidents and homicides) among 15-24 year olds in the U.S., but first in Australia.

d. The actual incidence of attempted suicides is thought to be two to five times higher than the number officially reported.

e. Teen suicides frequently occur in clusters (hanging, shooting, carbon monoxide poisoning).

(1) Firearms and explosives, with handguns predominating (both male and female adolescent completers)

(2) Hanging (males)

(3) Ingestion of pills (female)

2. Signs of suicidal intention

a. Suicidal attempt - a dramatic cry for help

b. Suicidal threat demands immediate attention: "I can't take it any more... You would be better off without me."

c. Suicidal hint - expressions of keener-than-usual interest in suicide, talks about death or life after death

d. Suicidal activity - making arrangements, giving away prized possessions

e. Suicidal symptoms sudden changes in personality, depression, moodiness, anxiety, agitation

f. Recent crisis loss in self-esteem, significant loss, perceived failure, rejection, guilt

g. History of prior suicide attempt -75% of all completed suicides had a previous unsuccessful attempt.

3. Precipitating factors for suicide

a. Loss of self-esteem and failure to live up to the expectations of significant others

b. Failure to establish, or the loss of, a close interpersonal relationship

c. Parental separation, divorce, or death

d. Failure to emancipate from parents (untie the apron string)

e. Most teens contemplating suicide do not fully realize how badly they need help.

4. Pitfalls to avoid assessing suicidal risk

a. Incomplete evaluation (Cantwell)

(1) Garlic behavior - behavior that bothers others

(2) Onion behavior - behavior that makes the adolescent hurt inside

b. Suicidal intent suicidal persons rarely volunteer that they may soon kill themselves but they usually will not deny it if asked.

c. Rationalization - searching for logical reasons for being depressed

d. Suicidal clues - most suicidal persons have left clear warnings; written note, spoken threat, given away valuables.

e. Face reality - suicidal persons are often combative manipulative, selfish, and evoke feelings of frustration in others.

5. Categories of suicidal behavior (Farberow and Litman)

a. "To be.” These persons do not really want to die but use a suicide attempt as a way to trying to convey to others their intense personal distress (67%)."

b. "'Not to be.” These people are seemingly intent on dying, give little warning, and choose a means of killing themselves in which intervention is not possible (3-5%)."

c. “To be or not to be.” Like Hamlet, these people are ambivalent about dying and leave the results to chance. Usually they do not use immediately lethal means, thus allowing for the chance of intervention but not necessarily counting on it (30%)."

6. Assessment-intervention guidelines

a. Things to do - stay calm, encourage talking, clarify problems, take time, speak softly.

b. Things not to do - do not express shock or belittle reasons given for the crisis, do not debate issues, keep your limitations in perspective, do not leave the person alone.

c. Assessing suicidal potential

(1) Alerting signs background, current status

(2) Is suicidal behavior a possibility? - suicidal ideation, impulse dyscontrol, dramatic changes in affect

(3) Might suicide be acted upon?

(4) If yes, how imminent?

(5) Make referral to appropriate agency if suicide appears to be imminent.

D. Substance abuse

1. Drug addictions

a. Drug dependence - the World Health Organization defines drug dependence as "a state arising from repeated administration of a drug on a periodic or continuous basis. "

b. Motivation for drug dependency

(1) Curiosity

(2) Boredom-pleasure

(3) Transcendence spiritual quest, search for meaning in life and a reason for existence

(4) Peer influence, social alienation

(5) Psychological alienation (apathy) lack of identify

2. Alcoholism

a. Definition: the "drinking disease" that "has become pathological, chronic, and progressive, with true addictive aspects. "

(1) Alcoholism does not start on one specific day in a long number of drinking days.

(2) Alcoholism occurs at some point when the chronic drinker can no longer control his/her appetite for the use of alcohol.

(3) Alcohol is not a stimulant but a depressant that numbs the higher brain centers and lessens their inhibiting control.

b. Prevalence (USA)

(1) Of the teenagers who drink, 50% do so at least once a month.

(2) Adult drinking behavior

(a) Heavy drinkers, 9%

(b) Moderate drinkers, 18%

(c) Light drinkers, 31%

(d) Abstainers or infrequent drinkers, 42%

(3) Alcohol is implicated in 50% of the murders, 35% of the rapes, and 30% of the suicides.

(4) Alcohol is the third leading cause of death, behind coronary heart disease and cancer.

c. Phases of alcoholism

(1) Controlled social, cultural drinking

(2) Occasional escapes form tension (about 20% of the drinkers)

(3) Frequent escape drinking - as drinkers find they can temporarily escape tension and frustration through the use of alcohol, they begin to use this escape from real life problems more often.

(4) Early alcoholic phase

(a) Begins with the first alcoholic blackout

(b) The blackout is not merely passing out from drinking too much, but is more like temporary amnesia.

(c) One may carry on a conversation, move about, even drive a car but will remember none of these actions later.

(d) The drug has influenced the brain so no memory pattern is established.

(5) True alcoholic phase

(a) The drinker can no longer stop after one drink.

(b) Family members change their habits to avoid confrontations with the alcoholic.

(c) Deep resentment and self-pity are manifested in the alcoholic because of the perceived rejection.

(d) The drinker goes into extended periods of drinking for consolation.

(6) Complete alcoholic dependence

(a) A drinker goes into regular morning drinking.

(b) The drinking usually continues through the day.

(c) The drinker now faces the danger of withdrawal symptoms if alcohol is not kept in the system at all times.

d. Fundamental beliefs of Alcoholics Anonymous

(1) Alcoholism is a progressive disease and is deadly without intervention.

(2) The only remedy for alcoholism is abstinence.

(3) Once an alcoholic, always an alcoholic: there is no cure.

(4) No one can "treat" his/her own alcoholism without outside help.

3. The Twelve Step Program as secularized by Alcoholics Anonymous has been adapted for use with a whole class of addictive behaviors alcohol, drugs, sex, gambling, eating disorders, etc.

a. I am powerless to control or manage my life by myself.

b. I realize that God can restore me to wholeness in Christ Jesus.

c. I determine to make a conscious decision to turn my entire life and will over to

Jesus as my Teacher, Healer, Savior and Lord.

d. Having made this decision, I will now obey God's call to take a moral and ethical inventory of my life to uncover all sins, mistakes, and character defects and to make a written list of every item uncovered.

e. Having completed this inventory, I pledge to "walk in the light as He is in the light", admitting to myself, to God, and to at least one other Christian the exact nature of these wrongs.

f. Having confessed my sinful behavior to God, I now ask His forgiveness through Christ and openly acknowledge that I am forgiven according to the scriptures.

1. I now repent from all my behaviors in thought, word and deed, and ask God to remove each besetting sin through Jesus Christ.
2. I now make a list of all persons I have banned in thought, word and deed, and a list of all persons whom I believe have banned me, and determine to make amends to all of them.
3. I will go directly to these persons to forgive them and to seek forgiveness, reconciliation, and make restitution whenever possible, unless to do so would cause further harm.
4. I will consciously and prayerfully continue to "walk in the light" by taking personal inventory of all my temptations and sins, and by keeping an open relationship with God, myself, and other persons.
5. I pledge to continue in regular Bible study, prayer, worship, and Christian fellowship to increase God's will in my life.
6. Recognizing the impact of God in my life, I will share these principles and their effect with others as God's Spirit leads me, and will continue to practice these principles in all areas of my life.

E. Incest and sexual abuse

1. Types of sexual abuse (Woody & Woody)

a. Rape: sex without the victim's consent

(1) Blitz rape - the victim is attacked and forced without consent to engage in sexual activity.

(2) Confidence rape - the victim is enticed into trusting the assailant and then is forced to engage in sexual activity.

b. Accessory-to-sex (inability to consent) - individuals agree to engage in sexual activity with some willingness but are sexually misused because they lack the ability to provide informed consent because of their age (minors) or mental incapacity (retardation).

c. Sex-stress situations (sex with initial consent) the victim agrees to have sex, either for or without remuneration, but becomes a victim when the sexual partner goes beyond the bounds of the initial implied or explicit contract by become violent or by forcing a type of sexual activity to which the victim objects.

2. Cycles of sexual addiction (Games in Heitritter & Voight)

a. "Preoccupation - the trance or mood wherein the addict's minds are completely engrossed with thoughts of sex. This mental state creates an obsessive search for sexual stimulation.

b. Ritualization the addicts' own special routines that lead up to the sexual behavior. The ritual intensifies the preoccupation, adding arousal and excitement.

c. Compulsive sexual behavior the actual sexual act, which is the end goal of the preoccupation and ritualization. Sexual addicts are unable to control or stop their behavior.

d. Despair - the feelings of utter hopelessness addicts have about their behavior and their powerlessness. "

3. Responses of victims to sexual abuse (Woody & Woody)

a. Worsened relations with family

b. Increased insecurities concerning sexual attractiveness

c. Worsened relations with husband or boyfriend perpetrator

d. Increase nightmares

e. Increase negative feelings toward known men

f. Worsened heterosexual relationships

g. Increased fear of being home alone

h. Worsened sexual relations with a partner

i. Change in eating habits

j. Change in sleeping patterns

k. Decreased social activities

1. Increased fear of the streets

4. Characteristics of incestuous families (Heitritter & Voight)

a. Shame

b. Abuse of power

c. Distorted communication

d. Social isolation

e. Denial

f. Lack of intimacy

g. Blurred boundaries

h. Dependency/emotional neediness

i. Lack of forgiveness

5. Steps in recovering from sexual abuse (Heitritter & Voight)

a. Step One: recognizing powerlessness - "I recognize that I am powerless to heal the damaged emotions resulting from my sexual abuse, and I look to God for the power to make me whole. "

1. Step Two: acknowledging victory in Christ - "I acknowledge that God's plan for my life includes victory over the experience of sexual abuse.
2. Step Three: experiencing freedom from shame and guilt – "The person who abused me is responsible for the sexual acts committed against me. I will not accept the guilt and shame resulting from those sexual acts. "

d. Step Four: discovering self-identify - "I am looking to God and His Word to find my identity as a worthwhile and loving human being."

e. Step Five: sharing feelings - "I am honestly sharing my feels with God and with at least one other person to help me identify those areas needing cleansing and healing."

f. Step Six: accepting responsibility - "I am accepting responsibility for my responses to being sexually abused."

g. Step Seven: forgiving - "I am willing to accept God's help in the decision and the process of forgiving myself and those who have offended me. "

h. Step Eight: maturing in relationship with God and others - - "I am willing to mature in my relationship with God and others. "

i. Step Nine: ministering to others - "I am willing to be used by God as an instrument of healing and restoration in the lives of others."

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