

**Report Date:** 28 Apr 2014

**Summary Report for Individual Task  
805D-203-6037  
Demonstrate Understanding of Pastoral Crisis Counseling  
Status: Approved**

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DESTRUCTION NOTICE: None

**Condition:** Condition: The battalion/brigade/division/corps staff is conducting combat or preparing to conduct combat operations or is operating in a normal peacetime environment at a normal state of readiness. A Soldier or family member in your area of responsibility seeks individual pastoral counseling. The Chaplain has received: classroom instruction, AR 165-1, FM 1-05, Crisis Management handout (p. 111 in Kollar), and viewed video clips: *You're in the Army Now-Private Sweet from Youtube*; *The Hours suicide video clip (Youtube The Hours (10/11 Movie CLIP You Have to Let Me Go (2002) HD)*; clip from *Reason to Believe from Combat Hospital*; and finally, *In Treatment scene of Pauls mid-life crisis confession to his therapist entitled In treatment paul gina scene about Laura*. This task should not be trained in MOPP. This task should not be trained in MOPP 4.

**Standard:** Standard: Demonstrate understanding of Pastoral Crisis Counseling principles by participating in role play counseling scenario where the chaplain accurately demonstrates the primary techniques and interventions associated with Pastoral Crisis Counseling with a score of 70% or higher.

**Special Condition:** None

**Safety Level:** Low

**MOPP:** Never

**Task Statements**

**Cue:** None

**DANGER**

None

**WARNING**

None

**CAUTION**

None

**Remarks:** None

**Notes:** None

## Performance Steps

1. Identify the reason Army Chaplains provide pastoral care and counsel.
  - a. Army doctrine requires Chaplains to provide care and counseling (AR 165-1 and FM 1-05).
  - b. Part of the Chaplain Corps Core Competencies:
    - (1) Nurture the living. Strengthen and sustain Soldiers and Family Members.
    - (2) Care for the wounded. Bring hope and strength to those who have been wounded and traumatized in body, MIND, and SPIRIT, by assisting in the healing process; provide religious support, pastoral care, comfort, and hope to the dying.
    - (3) Honor the dead. Includes providing counseling to those dealing with the crisis of losing a loved one.
  - c. This ministry is one of the Six Universal Tasks (Provide Religious Care and Counseling) Chaplains are required to do
2. Identify Pastoral Skills:
  - a. Prayer (if appropriate)
  - b. Active Listening (make eye contact, turn toward the counselee, take a position of being interested in what is said, make encouraging comments, recognize the verbal and nonverbal communication of the speaker)
  - c. Empathy (Listening to and acknowledging the feelings of the counselee)
  - d. Unconditional Positive Regard (Nonjudgmental acceptance)
  - e. Summarizing (Give the "gist" of what the counselee is saying)
  - f. Open ended questions (Don't phrase questions so they can be answered with a simple "yes" or "know." Give the counselee an opportunity to speak)
  - g. Encouragement: Maintain a positive attitude toward the future though the specifics of that future are unknown
  - h. Homework: Encourages self-care and focus on solutions
3. Open the counseling session with prayer (if appropriate)
4. Develop trust and rapport with the counselee. Ask:
  - a. How can I assist you?
  - b. What are you experiencing right now?
  - c. What have you tried already?
  - d. What do you want to have happen differently?
  - e. Scaling Question: On a scale of 1 to 10, where 10 means you are coping with your situation as well as you could imagine, and 1 means you are not coping at all, how well do you say you are coping right now? What would it take to move up one number?

5. Apply the principles of pastoral crisis response

- a. Intervene immediately. Call if you can't meet immediately. Meet as appropriate in an appropriate spot as soon as possible.
- b. Taking action. Work with the person in crisis to develop a strategy for coping with the crisis. Never do anything for individuals in crisis that they can do for themselves.
- c. Advise clients to avoid inappropriate actions which will worsen the situation into a catastrophe
- d. Foster hope and positive expectations.
  - (1) Be an encourager.
  - (2) Provide experiences from yourself and others where similar crises were successfully resolved.
  - (3) Help the counselee "rise above" the situation to see it from a more hopeful perspective.
- e. Provide support.
  - (1) Encourage self-sufficiency.
  - (2) Don't do for the counselee what the counselee could do.
  - (3) Help the counselee select a course of action of the counselee's own choosing.

6. Describe the characteristics of a crisis.

- a. "...crisis is a perception or experience of an event or situation as an intolerable difficulty that exceeds the person's current resources and coping mechanisms." --James and Gilliland, 2001.
- b. A crisis is different from a loss because in a crisis the person cannot function normally

7. Identify the type of crisis the counselee is experiencing.

- a. Developmental: Triggered by a transition.
- b. Deprivational: Loss of something or someone.
- c. Situational: Notifications of illness, change in lifestyle, job, etc.
- d. Integrational: Threats to dreams, aspirations, security, or self-esteem.

8. Identify the phases of a crisis

- a. Impact Phase: Hits suddenly and stuns: 24-36 hours. Counselee may be irrational & illogical
  - (1) Goals of this phase: address physical safety, support and information needs
  - (2) Provide psychological first aid (the emotional version of "Stop the bleeding and save life and limb")

(a) Ask:

\_1\_ How did you get out of bed this morning?

\_2\_ How have you survived this long?

\_3\_ How have you managed to cope for so long?

(b) Contain the chaos.

b. Withdrawal and Confusion Phase: Confusion and disorientation

(1) Goals of this phase: Help counselee to understand what they are going through emotionally.

(2) Explain that these emotions are normal.

(3) Tell counselees to beware of the tendency to bargain ( " Honey , if you come back, I'll be faithful") or

(4) Tell counselee to beware of the tendency to detach ("I'm glad he/she is gone." She had the problem.")

(5) Don't be lured into giving the counselee advice. Allow them to work through the situation.

(6) Encourage independent thought

(7) Give counselees task-oriented direction.

(a) What are you doing now that you need to keep doing?

(b) What actions do you need to take in the next day or two?

(c) What actions do you need to take in the next week or so?

(d) What are some actions that will not be helpful right now?

(8) Encourage the counselee to explore courses of action they think of themselves and what has worked in the past for them.

(9) Manage your time with the counselee. Don't allow one counselee to monopolize too much time others need.

c. The Adjustment Phase: Counselee is open to exploring different options

(1) Provide spiritual insight.

(2) Bring God into the conversation. Ask: "What has this experience taught you about God?"

d. Sense of Hope Phase: The counselee is open to hope and adventure.

(1) Continue to encourage client-provided options.

(2) Encourage keeping track/journaling of new insights on their situation.

(3) Ask what new attachments the counselee could make to fill the void.

9. Draw the session to a close.

a. Setup follow-up appointment if necessary.

b. Ask: What other resources do you have to help you cope during this crisis?

c. Ask: What has given you a little bit of hope today?

d. Make or remind the counselee of a "homework" assignment for themselves if no future sessions are needed or for their next session.

10. Close the session with prayer (if appropriate).

(Asterisks indicates a leader performance step.)

**Evaluation Guidance:** Demonstrate understanding of Pastoral Crisis Counseling principles by participating in role play counseling scenario where the chaplain accurately demonstrates the primary techniques and interventions associated with Pastoral Crisis Counseling with a score of 70% or higher.

**Evaluation Preparation:** Ensure students have all necessary materials in a timely manner for practical exercises.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Identified the reason Army Chaplains provide pastoral care and counsel.			
2. Identified Pastoral Skills.			
3. Opened the counseling session with prayer (if appropriate).			
4. Developed trust and rapport with the counselee.			
5. Applied the principles of pastoral crisis response.			
6. Described the characteristics of a crisis.			
7. Identified the type of crisis the counselee is experiencing.			
8. Identified the phases of a crisis.			
9. Drew the session to a close.			
10. Closed the session with prayer (if appropriate).			

**Supporting Reference(s):**

Step Number	Reference ID	Reference Name	Required	Primary
	AR 165-1	Army Chaplain Corps Activities	Yes	No
	FM 1-05	Religious Support	Yes	No
	PAM 600-24 (Change 001 09/07/2010 1 Pages)	Health Promotion, Risk Reduction, and Suicide Prevention (RAR - 07Sep 2010)	Yes	No

**Environment:** Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT. Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT

**Safety:** In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation.

**Prerequisite Individual Tasks :** None

**Supporting Individual Tasks :** None

**Supported Individual Tasks :**

<b>Task Number</b>	<b>Title</b>	<b>Proponent</b>	<b>Status</b>
805D-203-6032	Perform Pastoral Counseling	805D - Chaplain (Individual)	Approved

**Supported Collective Tasks :**

<b>Task Number</b>	<b>Title</b>	<b>Proponent</b>	<b>Status</b>
16-5-2001	Perform Religious Crisis Response	16 - Chaplain (Collective)	Approved