

COURSE SYLLABUS  
STMC 552 Individual Counseling Theory & Techniques (3 units)  
Seattle University School of Theology & Ministry

Spring 2007 Tuesdays, 1:30-4:30 p.m.

Ruby Takushi, Ph.D.  
(206) 621-1825 [rytakushi@hotmail.com](mailto:rytakushi@hotmail.com)

**Course Description and Objectives**

This course provides a basic foundation for counseling adult individuals by offering a broad overview of dominant counseling theories and associated techniques. Consistent with departmental goals, this course is aimed at preparing students for high quality work in diverse counseling settings. Course Objectives:

- Students will become familiar with dominant theories of how people change.
- Students will become familiar with models of psychotherapeutic intervention.
- Students will become familiar with multicultural & sexual diversity issues relevant to counseling.
- Through class discussion and assigned writing exercises students will begin to articulate a personal theoretical orientation.

**Required Texts**

- Clinebell, H. (1984). Basic Types of Pastoral Care & Counseling: Resources for the ministry of healing and growth (Revised and Enlarged). TN: Abingdon Press.
- Corey, G. (2005). Theory & Practice of Counseling & Psychotherapy. (7<sup>th</sup> Ed.). Belmont: Brooks/Cole.
- Sue, D.W. & Sue, D. (2003). Counseling the Culturally Diverse: theory & practice. (4<sup>th</sup> Ed.). NY: Wiley.
- Maloney, H. N. & Augsburger. D.W. (2007). Christian Counseling: An Introduction. Nashville: Abingdon Press.

Please see the following websites concerning Codes of Ethics:

American Counseling Association (ACA) [www.counseling.org](http://www.counseling.org)

American Association of Pastoral Counselors (AAPC) [www.aapc.org](http://www.aapc.org)

American Association of Marriage and Family Therapists (AAMFT) [www.aamft.org](http://www.aamft.org)

**Course Requirements**

Attendance & participation	Students are expected to be ready to discuss assigned reading.	5
Response paper	An exploration of how faith and psychological theory might intersect. Due Tuesday, May 15 <sup>th</sup>	15
Class presentation	Dates to be determined throughout the quarter. Presentations will represent an integration of reading materials. To be discussed further in class.	15
Midterm Exam	In class on April 24 <sup>th</sup>	30
Final Exam		35
	Total possible	100

**Reading and Lecture Schedule:** Please note: Although this syllabus is a robust schedule of the sessions, modifications may be made to the schedule, readings, and assignments.

Date	Lecture Topic	Reading Assignment
Week 1 March 27	Course introduction & Overview What is Counseling? What is Pastoral Counseling? What is Christian Counseling?	<ul style="list-style-type: none"> <li>• Corey (chapt1-2)</li> <li>• Maloney &amp; Augsburger (chapt 1-5)</li> <li>• Clinebell (chapt 1, 2, 3, 15)</li> </ul>
Week 2 April 3	How to think about diversity in the counseling situation.  Counseling across cultures	<ul style="list-style-type: none"> <li>• Corey (chapt 3)</li> <li>• Clinebell (chapt 4-5)</li> <li>• Sue &amp; Sue (chapt 1-5 focus on implications for clinical practice)</li> <li>• Come prepared to select a chapter from Sue &amp; Sue to discuss with the class.</li> </ul>
Week 3 April 10	Dimensions of Worldviews Theory: Analytic perspectives	<ul style="list-style-type: none"> <li>• Corey (chapters 4-5)</li> <li>• Sue &amp; Sue (chapt 7, 10)</li> <li>• Maloney (chapt 11)</li> </ul>
Week 4 April 17	Theory: Experiential and Relationship-Oriented therapies  Student Presentations	<ul style="list-style-type: none"> <li>• Corey (chapters 6-8)</li> <li>• Clinebell (chapt 6)</li> <li>• Maloney (chapt 6)</li> <li>• Sue &amp; Sue (tbd)</li> </ul>
Week 5 April 24	<b>Exam I – midterm</b>  Student Presentations	<ul style="list-style-type: none"> <li>• Sue &amp; Sue (tbd)</li> </ul>
Week 6 May 1	Theory: Action therapies  Student Presentations	<ul style="list-style-type: none"> <li>• Corey (chapters 9-11)</li> <li>• Sue &amp; Sue (tbd)</li> </ul>
Week 7 May 8	Theory: Action therapies (cont.)  Student Presentations	<ul style="list-style-type: none"> <li>• Clinebell (chapt 7-9, 13)</li> <li>• Sue &amp; Sue (tbd)</li> </ul>
Week 8 May 15	Theory: Systems perspectives – feminist therapy, family therapy  Student Presentations	<ul style="list-style-type: none"> <li>• Corey (chapters 12-14)</li> <li>• Clinebell (chapters 10-11)</li> <li>• Sue &amp; Sue (chapt 6 and tbd)</li> </ul>
Week 9 May 22	Theory: Systems (cont.) An Integrative Perspective Case Studies <b>Response Paper DUE</b>  Student Presentations	<ul style="list-style-type: none"> <li>• Maloney &amp; Augsburger (chapt 10, 12-14)</li> <li>• Corey (chapters 15-16)</li> <li>• Sue &amp; Sue (tbd)</li> </ul>
Week 10 May29	Ethical Conduct Collaboration in Counseling Coming full circle – Christian Counseling. Review for Final	<ul style="list-style-type: none"> <li>• ACA, AAPC, AAMFT Ethics Code</li> <li>• Maloney 7,8,9</li> <li>• Clinebell (12)</li> </ul>

**The fine print:**

Class attendance: attendance and class participation are essential to develop the competency and skill required of a counselor. Please notify the instructor of anticipated absences. In the event of a missed class session, the student is solely responsible for obtaining class materials. More than one absence may negatively impact your final grade (exception: emergency situations).

Grading rubric: In general, Seattle University grading parameters will be utilized. For example:

96-100	A	Superior performance
90-95	A-	Performance well above requirements
87-89	B+	Performance above requirements
84-86	B	Good performance on all requirements

Academic integrity: Students are expected to follow standards of academic behavior as described in Seattle University guidelines. In addition, graduate students are expected to abide by professional ethical standards of counselors. Violations of academic integrity (e.g. any form of academic dishonesty, plagiarism) will be subject to consequences that may include, but are not limited to: grade reduction or course failure.

Student disabilities: If you have a specific disability that qualifies you for academic accommodations, please let your instructor know so that the appropriate accommodations can be made in accordance with Seattle University policy.