COURSE SYLLABUS
FALL 2010
STMC 552 Individual Counseling Theory & Technique (3 units)
Seattle University School of Theology & Ministry
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Mondays, 9:00–11:50 a.m. Hunthausen Hall

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. Through assigned readings, lecture, class discussion, and written assignments this course will examine how each theory might be integrated with pastoral counseling work. Consistent with departmental goals, this course is aimed at preparing students for high quality work in diverse counseling settings.

Course Objectives:

- Students will gain a working understanding of dominant theories of how people change.
- Students will become familiar with models of psychotherapeutic intervention.
- Students will become familiar with multicultural & sexual diversity frames in counseling.
- Students will learn to utilize the professional treatment and research literature.
- 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. (2008/9). Theory & Practice of Counseling & Psychotherapy. (8th Ed.). Belmont: Brooks/Cole. **NOTE: this also includes a bundled DVD**
- Please see the following websites and download the Codes of Ethics from each organization:
  American Counseling Association (ACA) www.counseling.org
  American Association of Pastoral Counselors (AAPC) www.aapc.org
- Additional readings from the clinical and research literature will be assigned in class.

Course Requirements

Attendance and Participation (15%):

Your presence is class is essential for group learning. Students are expected to complete reading assignments prior to each class.

The ability to communicate your questions and ideas clearly is an essential professional skill. The exchange of information with colleagues enriches our ability to serve our clients and the community. Thus, students are strongly encouraged to be active participants in class discussion. Students should come prepared to respond to questions about the reading material, both orally and in written format.

Writing Assignments (85%):

Four written assignments will be completed during the quarter. Assignments are due as noted in the schedule below. Late papers lose one point per day, including weekends. The assignments will cover the following areas:

- Establishing a conceptual framework for pastoral counseling
- Exploring ethical issues
- Integrating differing views into a usable whole
- Practical application of theory to case material

Please note that students are strongly encouraged to make use of the resources SU makes available to students. The Writing Center is an asset in your academic training and is there to support your learning. All writers can benefit from "dialogue, idea sharing, exploratory drafting" and other useful exercises that should happen before final papers are submitted (Larry Nichols, Writing Center Director, lnichols@seattleu.edu, 206-296-5309)

Reading and Lecture Schedule:

*** Please note: Although this syllabus is a robust schedule of sessions, modifications may be made. Use of the associated text/DVD will be incorporated into our work.*

Date	Lecture Topic	Reading Assignment
Week 1 September 27	Course introduction & Overview What is Counseling? Pastoral Counseling? Christian Counseling? Ethical Considerations	• Ethics Guidelines for AAPC and ACA
Week 2 & 3 October 4 & October 11	How to think about diversity in the counseling situation. Ethics Dimensions of Worldviews **Writing Assignment #1** **Due in class week 3**	• view DVD, Intake assessment • Clinebell, chapter 1-4 • Corey, chapter 1-3 • Ray, B. (2006) The practical face of integration, Journal of Psychology and Christianity, 25 (1) 74-78.
Week 4 October 18	Theory: Psychoanalytic Theory: Adlerian Therapy	• Corey, chapter 4-5, 15 • Clinebell, chapter 15 • view DVD, Psychoanalytic & Adlerian Therapy
Week 5 & 6 October 25 & November 1	Theory: Existential Therapy Theory: Person-Centered Therapy Theory: Gestalt Therapy **Writing Assignment #2** **Due in class week 5**	• Corey (6-8) • Clinebell (7-9) • Snodgrass, J (2007) Rogers to Clinebell: exploring the history of pastoral psychology, Pastoral Psychology, 55 (4), 513-525. • View DVD, Existential, Person-Centered, Gestalt Therapy
Week 7 November 8	Theory: Behavior Therapy Theory: Cognitive Behavior	• Corey, chapter 9-10 • View DVD Behavior & Cognitive • Slok, C (1997) Short-term pastoral counseling and the use of re-framing, Pastoral Psychology, 46(2), 119-129.
Week 8 & 9 November 15 &	Theory: Reality Therapy Theory: Feminist Therapy	• Corey 11, 12, 13, 14 • Clinebell 10-11

November 22	Post-modern approaches **Writing Assignment #3** **Due in class week 8**	• Blanton, P.G. (2006) Introducing letter writing into Christian Psychotherapy, J of Psych & Christianity, 25 (1), 77-86. • View DVD Reality Therapy, Feminist Therapy, Solution-Focused Brief Therapy, Narrative, Therapy
Week 10 November 29	An Integrative Perspective Collaboration in Counseling **Writing Assignment #4** **Due Monday December 6th, 2010** **Hard copies or electronically in my box by 5:00 pm.**	• Corey, chapter 15 (review), 16 • Clinebell 12-14, 16-17 • view DVD Integrative Approaches

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 will 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

Professional conduct: In this course we will be discussing a variety of theoretical approaches about which you may have strong feelings and attitudes. Participation in class discussion is encouraged and in order to maximize a rich experience for everyone, tolerance for differing opinions will be essential. When exploring the places where a personal theology and theoretical orientation intersect we all benefit in an environment of openness and respectful, careful listening.

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 special needs: If you have a specific disability or special need that qualifies you for academic accommodations, please let your instructor know at the *beginning* of the academic quarter so that the appropriate accommodations can be made in accordance with Seattle University policy. It is your responsibility to inform your instructor of your needs and to provide an adequate time for implementation of any special accommodations.