COURSE SYLLABUS FALL 2012

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

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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 human.
- 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). <u>Basic Types of Pastoral Care & Counseling: Resources for the ministry of healing and growth (Revised and Enlarged)</u>. TN: Abingdon Press.
- Corey, G. (2013). <u>Theory & Practice of Counseling & Psychotherapy</u>. (9th Ed.). Belmont: Brooks/Cole.
- Please see the following websites and download the Codes of Ethics from each organization:
 American Counseling Association (ACA) <u>www.counseling.org</u>
 American Association of Pastoral Counselors (AAPC) <u>www.aapc.org</u>
- Additional readings from the clinical and research literature will be assigned in class. Students are responsible for navigating the psychological literature using standard search tools available through the Seattle University library system.

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 expected 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
- Integrating differing views into a usable whole with practical application of theory
- Review of class material in response to study questions provided in class.

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: **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&2 September 24 October 1 | Course introduction & Overview What is Counseling? Pastoral Counseling? Christian Counseling? Ethical Considerations Thinking about diversity in the counseling situation Clinebell: Holistic Liberation- Growth Model | Ethics Guidelines for AAPC and ACA Corey, chapter 1-3 Clinebell, chapter 1-4 Ray, B. (2006) The practical face of integration, Journal of Psychology and Christianity, 25 (1) 74-78. | | |
| Week 3 October 8 | Theory: Psychoanalytic Therapy Writing Assignment #1 DUE in class on Oct 8 | Corey, chapter 4 & 15Clinebell, chapter 15 | | |
| Week 4 October 15 | Theory: Adlerian Therapy | Corey, chapter 5 Strupp, Hans, H. (1989) Psychotherapy: can the practitioner learn from the researcher? American Psychologist, 44 (4) pp 717-724 | | |
| Week 5 & 6 October 22 & October 29 | Theory: Existential Therapy Writing Assignment #2 DUE in class on Oct 22 Theory: Person-Centered Therapy Theory: Gestalt Therapy | Corey (6-8) Clinebell (7-9) Snodgrass, J (2007) Rogers to Clinebell: exploring the history of pastoral psychology, <u>Pastoral Psychology</u>, <u>55</u> (4), 513-525. | | |
| Week 7 November 5 | Theory: Behavior Therapy Theory: Cognitive Behavior | Corey, chapter 9-10 Slok, C (1997) Short-term pastoral counseling and the use of re-framing, Pastoral Psychology, 46(2), 119-129. | | |
| Week 8 & 9 November 19 | Theory: Reality Therapy | Corey 11, 12,13Clinebell 10-11 | | |

| & November 26 | Writing Assignment #3 Due in class November 19 th (**not included in this packet, we will discuss in class). Theory: Feminist Therapy Theory: Post-modern Approaches | Therapy, Solution-Focused Brief Therapy, Narrative, Therapy Blanton, P.G. (2006) Introducing letter writing into Christian Psychotherapy, <u>J of Psych & Christianity</u>, <u>25</u> (1), 77-86. Abernethy, A., Houston, T.R., Boyd-Franklin, N., (2006) Using prayer in psychotherapy: applying Sue's differential to enhance culturally competent care. <u>Cultural Diversity and Ethnic Minority Psychology</u>, <u>12</u> (1), 101-114. |
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| Week 10 | An Integrative Perspective | • Corey, chapter 15 (review), 16 |
| December 3 | Collaboration in Counseling | • Clinebell 12-14, 16-17 |
| | Writing Assignment #4 Due in class December 3 rd | Recommended: Griner, D. Smith, T.B. (2006) Culturally adapted mental health interventions: a meta-analytic review. Psychotherapy: Theory, Research, Practice, Training, 43 (4), 531-548. |

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:

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| 96-100 | A | Superior performance |
| 90-95 | A- | Performance well above requirements |
| 87-89 | B+ | Performance above requirements |
| 84-86 | В | 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.

Takushi/Fall 2012 /Seattle University/STMC 552 Individual Counseling Theory and Technique REFLECTION AND RESPONSE PAPER #1

Goals of this exercise are:

- 1. To encourage reflection on the essential elements of a theoretical orientation.
- 2. To encourage an initial articulation of the frame and task of pastoral counseling.

The Assignment:

- 1. Prepare a 4-6 page type-written (double-spaced, 12 pt. font) paper to address the following.
- 2. Part I: Consider what we have discussed in class about what all counselors need in order to develop a cohesive personal theory and approach to solving human problems. One proposed way is to articulate the 6 elements in Maloney and Augsberger's model: an anthropology, a psychopathology, a diagnosis, a plan for remediation, a goal, and a long-term ideal.

Another, perhaps simpler way to organize one's thinking is to ask: what is the nature of humans? What is the nature of health and disorder? What is the nature of change? (how does change happen?)

Use one of the frameworks described above and discuss your view of each element. Respond freely as way of defining your starting place as a pastoral counselor. We will return to this question during the quarter and your responses may evolve as we explore different theoretical views. Include any elements you would add or delete.

3. Part II: Refer to Clinebell's proposed 6 dimensions of human wholeness (page 32-33). Reflect on each dimension and describe a time in your own life when you experienced growth in each area. Describe how you knew change had happened, what you understand as the element of change in your life, and where applicable, what hampered change for you.

Grading: this assignment is worth 20 points. You will be graded on:

- 1. Because this assignment asks you to articulate your personal position there are no right or wrong answers. You will be graded on your depth of thinking, ability to articulate your unique and complex experience, clarity of written communication, your ability to defend your position, and your integration of material discussed in class and the reading.
- 2. As noted in your syllabus, you 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, lineous.nichols@seattleu.edu, 206-296-5309)

<u>Due Date</u>: Paper must be submitted as hard copies in class on Monday, October 8th, 2012. Late papers lose one point a day.

STMC 552 Individual Counseling Theory & Technique Written Assignment #2 University

Takushi/Fall 2012/Seattle

Goal of this exercise:

To provide an opportunity for deeper reflection on a particular theoretical point of view.

The Assignment:

- 1. Read the article, Strupp, Hans, H. (1989) Psychotherapy: can the practitioner learn from the researcher? <u>American Psychologist</u>, <u>44</u> (4) pp 717-724. A pdf version can be found through the on-line SU Lemieux Library. Hard copies are available in the library.
- 2. The article provides a nice summary of Strupp's view of psychodynamic psychotherapy. Apply the framework we have been using in class and describe his understanding of this theory and its application; i.e. discuss his view of the nature of humans, how things go wrong, how therapy can help things get better, and finally, his view of the goal/outcome of good therapy.

Grading: this assignment is worth 20 points. You will be graded on:

- Your ability to communicate your ideas clearly in writing.
- When appropriate, your ability to utilize profession guidelines to support decision making in the counseling situation.
- The depth and clarity of your response, and your ability to defend your position.

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| Hard cor | nies DUE in | class Monday | , October 22 th | , 2012 | Late par | pers lose | one point | per day. |

We will discuss writing assignment #3 in class. It is not included in this packet.

STMC 552 Individual Counseling Theory & Technique Takushi/Fall 2012 /Seattle University PAPER #4

<u>Goal of this exercise</u>: To encourage reflection on how the writers of our texts understand and value (or not) the need to integrate seemingly diverse theoretical approaches to counseling. <u>The Assignment</u>:

- 1. Re-read Clinebell (chapter 15) and Corey (chapter 15). Both are aimed, in their own way, at exploring the integrative perspective.
- 2. Drawing from both writers, discuss the meaning of the integrated perspective. What are some of the advantages and disadvantages of working with the theories of more than one school?
- 3. Refer to Corey (pp. 449-450) and the four approaches to developing an integrative style. Which approach appeals to you most at this stage of your training and why?
- 4. Papers should be 4-6 pages in length (double-spaced, 12 pt. font).

<u>Grading</u>: this paper is worth 20 points. You will be graded on:

- Completion of the assignment and your ability to communicate ideas clearly in writing.
- The depth and clarity of your response.

<u>DUE DATE</u>: Hard copies are due by the end of class on Monday, December 3rd, 2012. Late papers lose one point a day.