

School of Theology and Ministry
 Seattle University
 901 12th Avenue, PO Box 222000
 Seattle, WA 98122-1090

Spring Quarter 2014

COURSE INFORMATION

STMC 5520 Counseling Theory and Techniques

Mondays, 9:00am-11:50am

Classroom: HUNT 100

Prerequisites: STMM 553 Pastoral Care Skills

STMC 554 Group Theory & Techniques

INSTRUCTOR

Ruby Takushi PhD

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Student Learning Outcomes (SLOs)	AMFTRB and State Licensure Domains	Intentional Input of Core Competencies
<p>*SLOs specifically highlighted in this course are in bold</p> <p>SLO1: Students will identify as couples and family therapists who integrate effective, competent clinical education and practice with theological studies and spiritual formation.</p> <p>SLO2: Students will demonstrate knowledge of family systems theories and will be able to apply systemic treatment in clinical practice.</p> <p>SLO3: Students will demonstrate multicultural competencies, including providing clinical services to families and individuals who come from diverse races and ethnicities, genders and sexual identity, and religions and spiritual traditions.</p> <p>SLO4: Students will demonstrate legal and ethical competence by understanding and adhering to laws and ethical codes.</p> <p>SLO5: Students will be able to offer systemic case conceptualizations and treatment plans that show awareness, skill, and ability to work within the clients' social location, including spiritual and religious orientation.</p> <p>SLO6: Students will demonstrate skills in collaborating with health care and helping professionals such as physicians.</p>	<p>(AMFTRB) Practice of MFT; Designing and Conducting Treatment</p> <p>(State License) Individual Development</p>	<p>http://www.aamft.org/imis15/Documents/MFT_Core_Competencie.pdf</p> <p>1.1.1; 1.1.2; 1.2.1; 4.12.; 4.2.1; 4.3.1</p>

Texts and Materials

- Clinebell, H. (1984, 2011). *Basic types of pastoral care & counseling: Resources for the ministry of healing and growth*. (3rd Ed.). Nashville, TN: Abingdon.
- Corey, G. (2013). *Theory & practice of counseling & psychotherapy*. (9th Ed.). Belmont, CA: Brooks/Cole.
- Please see the following websites and download the Codes of Ethics from each organization:
 American Association for Marriage and Family Therapy (AAMFT) www.aamft.org
 Additionally: American Association of Pastoral Counselors (AAPC) www.aapc.org

- Additional readings from the clinical and research literature will be assigned. Students are responsible for navigating the psychological literature using standard search tools available through the Seattle University library system.

Recommended Text

In order to place counseling theory and technique in a larger, systemic context, you may wish refer to: McGoldrick, M., Carter, B., & Garcia-Preto, N. (2011). *The expanded family life cycle: Individual, family and social perspectives (4th Ed.)*. Boston: Allyn & Bacon.

Course Description 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 counseling.
- Students will become familiar with models of intervention grounded in theory.
- Students will become familiar with diversity themes in the study of counseling theory and will demonstrate an openness to the integrating them into the counseling process.
- Students will learn to utilize the professional treatment and research literature. This includes a demonstrated ability to read and interpret the literature in support of client treatment.
- Through class discussion and assigned writing exercises students will begin to articulate a personal theoretical orientation.

Course Requirements and Student Performance Assessment:

- **Attendance and Participation (20%):** Attendance and class participation are essential to develop the competency and skill required of a counselor. Late arrivals have the potential to compromise the learning environment for everyone, please make every attempt to be on time. Please notify the instructor of anticipated absences. In the event of a missed class session, the student is solely responsible for obtaining class materials in a timely fashion. Two absences will result in a 1/2 grade reduction except in the event of documented illness or emergency. More than two absences may result in not passing the course.

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.

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.

- Writing Assignments (80%):** Four written assignments will be completed during the quarter. Assignments are due as noted in the schedule below. Papers must be type-written, prepared in APA format, 12-pt font, single sided. Hard copies only. Late papers lose one point per day, including weekends, and will not be accepted without an STM date stamp. Late papers may not be returned to the student in time for any subsequent class reviews. The School of Theology and Ministry strictly adheres to the academic policy regarding Academic Integrity as indicated on the Seattle University Registrar website, as noted in the box below.

Please note: Student writing is expected to be at the graduate level in terms of clarity of expression and depth of comprehension. Because your written work comprises the dominant portion of your grade, it is expected that you will prepare accordingly. *Students are strongly encouraged to make use of the resources SU makes available. 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)*

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

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 & Writing Assignments
<p>Week 1&2</p> <p>March 31 & April 7</p>	<p>Course introduction & Overview</p> <p>Thinking about diversity in counseling</p> <p>Clinebell: Holistic Liberation-Growth Model Providing care in crises and bereavement Spiritual Wholeness & Pastoral Care</p> <p>Discuss writing assignment #1</p>	<ul style="list-style-type: none"> • Ethics Guidelines for AAMFT, AAPC, ACA • Corey, chapter 1-3 • Clinebell, chapter 1-5 • Clinebell, chapter 6-11 • Ray, B. (2006) The practical face of integration, <u>Journal of Psychology and Christianity</u>, <u>25</u> (1) 74-78.
<p>Week 3</p> <p>April 14</p>	<p>Providing care for couples and families</p> <p>Group Pastoral Care</p>	<ul style="list-style-type: none"> • Clinebell, chapter 12-19 • Writing Assignment #1 DUE in class on April 14
<p>Week 4</p> <p>April 21</p>	<p>GUEST SPEAKER: Behavioral Medicine</p> <p>Linda Spain, MS, LMHC is board certified in <u>biofeedback</u>, with a specialty in the field of behavioral medicine. Clinical experience includes over twenty years' working with adults, adolescents and children treating stress-related disorders, including two years in the stress management clinic at Seattle Children's Hospital and Medical Center.</p>	<p>To be assigned.</p>
<p>Week 5</p> <p>April 28</p>	<p>Theory: Psychoanalytic Therapy</p> <p>Theory: Adlerian Therapy</p> <p>Theory: Existential Therapy</p> <p>Discuss writing assignment #2</p>	<ul style="list-style-type: none"> • Corey, chapter 4 & 5, 15 • Strupp, Hans, H. (1989) <i>Psychotherapy: can the practitioner learn from the researcher?</i> <u>American Psychologist</u>, <u>44</u> (4) pp 717-724 • Corey, chapter 6
<p>Week 6</p> <p>May 5</p>	<p>Theory: Person-Centered Therapy</p> <p>Theory: Gestalt Therapy</p>	<ul style="list-style-type: none"> • Corey, chapter 7 & 8 • Snodgrass, J (2007) Rogers to Clinebell: exploring the history of pastoral psychology, <u>Pastoral Psychology</u>, <u>55</u> (4), 513-525. • Writing Assignment #2 DUE in class on

		May 5
Week 7 May 12	Theory: Behavior Therapy Theory: Cognitive Behavior	<ul style="list-style-type: none"> • Corey, chapter 9-10 • Slok, C (1997) Short-term pastoral counseling and the use of re-framing, <u>Pastoral Psychology</u>, 46(2), 119-129.
Week 8 May 19	Theory: Reality Therapy Theory: Feminist Therapy Theory: Post-modern Approaches Discuss writing assignment #3 (not included in this packet)	<ul style="list-style-type: none"> • Corey 11, 12,13 • Blanton, P.G. (2006) Introducing letter writing into Christian Psychotherapy, <u>J of Psych & Christianity</u>, 25 (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 & Ethnic Minority Psychology</u>, 12 (1), 101-114.
May 26	MEMORIAL DAY HOLIDAY NO CLASS	
Week 9 June 2	Theory: Family Systems Therapy Discuss writing assignment #4	<ul style="list-style-type: none"> • Corey, chapter 14 • Writing Assignment #3 DUE in class on May 20
Week 10 June 9	An Integrative Perspective Collaboration in Counseling	<ul style="list-style-type: none"> • Corey, chapter 15, 16 • Recommended: Griner, D. Smith, T.B. (2006) Culturally adapted mental health interventions: a meta-analytic review. <u>Psychotherapy: Theory, Research, Practice, Training</u>, 43 (4), 531-548. • Writing Assignment #4 Due in class on June 9 (papers will not be accepted after June 13th)

Takushi/Spring 2014/Seattle University/STMC 552 Individual Counseling Theory & Technique
Writing Assignment #1

Goals of this paper 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: Prepare a 4-6 page type-written (double-spaced, 12 pt. font) paper to address the following:

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.

Using this framework describe 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.

Part II: Reflect on Clinebell's proposed 7 dimensions of human wholeness. Describe your current experience of each dimension both in terms of growth already enjoyed and wholeness yet to come.

Grading: This assignment is worth 20 points. There are two parts to this assignment, for full credit you must respond to both parts.

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, lnichols@seattleu.edu, 206-296-5309) This assignment is included in your syllabus packet to allow students ample time to review the assignment and seek writing feedback prior to the due date.

Due Date: Paper **must** be submitted as hard copies in class on Monday, April 14, 2014. Late papers lose one point a day.

Writing Assignment #2

Goal of this exercise:

1. To provide an opportunity for closer examination of a theoretical point of view, and
2. To articulate in your own words this approach to understanding the counseling process.

The Assignment: Read the article, Strupp, Hans, H. (1989) Psychotherapy: can the practitioner learn from the researcher? *American Psychologist*, 44 (4) pp 717-724. A pdf version can be found through the on-line SU Lemieux Library. Hard copies are available in the library.

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:

1. *your **depth** of thinking, clarity of written communication, ability to provide evidence for your position, and your integration of material discussed in class and the reading.*
2. accuracy of content.
3. your ability to utilize profession guidelines to support decision making in the counseling situation.

Hard copies DUE in class Monday, May 5th, 2014 Late papers lose one point per day.

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

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Writing Assignment #4

Goal of this exercise: 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.

The Assignment:

1. Refer to Clinebell 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 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).

Grading: 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.

DUE DATE: Hard copies are due in class on Monday, June 9, 2014. Late papers lose one point a day. Papers will not be accepted after Friday, June 13, 2014.