

Course Syllabus  
SUMMER 2013  
STMC 551 Pastoral Care Skills II (3 units)  
**Seattle University School of Theology & Ministry**  
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Monday, June 17<sup>th</sup> through Friday, June 28<sup>th</sup>, 1:00-4:00 pm

\*\* Please note this course has a prerequisite: **STMM 553** Pastoral Care Skills

**Course Description and Objectives** This course provides a continuation of the learning begun in STMM 553, and is aimed at skill formation for pastoral/mental health counseling of adults. Class time will be spent examining the nature of suffering and care and will include experiential exercises relevant to the basic elements of counseling. In support of these exercises, the content of assigned readings will focus on introducing students to the fundamentals of counseling and to providing a foundation for more advanced study of theory and technique. Consistent with departmental goals, this course seeks to prepare students for high quality work in diverse counseling settings and with diverse populations. Throughout the course consideration will be given to both theological and psychological points of view, and students will be encouraged to begin to develop a personally relevant model of integrated pastoral counseling.

The following course objectives are consistent with established MAPC learning outcomes:

- Through lecture, reading, class discussion, role-plays, group process, and writing exercises students will become familiar with the structure and practice of counseling
- Students will articulate the essential tasks and skills necessary for beginning, implementing, and terminating a professional counseling relationship
- Students will deepen their understanding of what it means to approach the counseling task with openness to the presence of diversity.
- Students will demonstrate the beginning ability assist and facilitate growth toward mental and /or spiritual, emotional, interpersonal, behavioral health and wholeness and/or maturity.
- Students will demonstrate a commitment to ongoing personal growth, and to implementing self-awareness and use of self in clinical practice.

**Required Texts and Reading**

- Bender, Suzanne and Messner, Edward (2003). Becoming a Therapist: What Do I Say, and Why? Guilford Press.
- Hersen, Michel (Editor) and Van Hasselt, Vincent B. (Editor) (1998), Basic Interviewing: A Practical Guide for Counselors and Clinicians, (First Edition), Lawrence Erlbaum
- Moore, Thomas (1994), Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life, (Reprint Edition), Harper Paperbacks

The following articles can be found in the Seattle University Lemieux Library and are also accessible on-line to registered students through the SU website. *\*\*Please note that additional readings may be assigned in response to student needs/questions/interests.\*\**

- Cameron, S., & turtle-song, i. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development*, 80, 286-292.
- Clement Tisdale, T., Doehring, C.E., Lorraine-Poirier, V. (2003). Three voices, one song: a psychologist, spiritual director, and pastoral counselor share perspectives on providing care. *Journal of Psychology and Theology*, 31, 52-68.
- Hoffman, L. (2010). Working with the God image in therapy: an experiential approach. *Journal of Psychology and Christianity*, 29, 268-271.
- Tan, S.Y. (2003) Integrating spiritual direction into psychotherapy: Ethical issues and guidelines, *Journal of Psychology and Theology*, 31, 14-23.

### **Course Requirements and Grading**

**Attendance and Participation (65%)** This course is aimed primarily at skills building. As such, attendance is required. In addition, class participation will be essential to develop the competency and skill required of a counselor. Students are expected to come to class having read the assigned materials and prepared for discussion. Please notify the instructors of anticipated absences. In the event of a missed class session, the student is solely responsible for obtaining class materials. Your presence in the class is an essential part of everyone's learning and because this class is being offered in an intensive 2-week format, an absence will negatively impact your final grade (5% reduction), more than two absences may result in a non-passing grade. An incomplete grade will be assigned only in the case of a health emergency.

Discussion and experiential learning will play a significant role in this course. Our aim is to begin conversations about *what* we do as pastoral counselors and *why*. Students will have the opportunity to spend a portion of designated class periods in counselor, counselee, observer roles. In addition, students will be required to spend a portion of their preparation time outside of class engaged in practice interviews with a classmate. Brief written responses to in-class discussion or the reading will be included as an element of active participation.

**Reading and Written responses/exercises (35%)** Students are expected to complete reading assignments prior to each class meeting and to come prepared to discuss the material. Written assignments will be aimed at offering the student an opportunity to demonstrate mastery of the material and to reflect on the assigned reading, class discussion and experiential learning. Hard copies of papers are due in class on dates noted below. Late papers lose 10% per day.

*Because papers will be graded on form and content, clarity of expression, and depth of ideas students are **strongly** encouraged to make use of the resources SU makes available. Please do not consider this resource as remedial. Rather, 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](mailto:lnichols@seattleu.edu), 206-296-5309) See the Writing Center website at [www.seattleu.edu/writingcenter](http://www.seattleu.edu/writingcenter). As a professional exercise you may also find it helpful to share your writing with classmates and invite (and offer) constructive comments.*

### **Reading and Assignment Schedule:**

*\*\* Please note: Although this syllabus is a robust schedule of sessions, the concepts and skills we will address in this class naturally lead to surprising discussion and exploration. Please expect that modifications may be made so that we can respond to evolving ideas.\*\**

DATE	TOPICS	ASSIGNMENT
Class 1 Monday June 17	<p>Introduction to the course, review of syllabus, discussion of course objectives</p> <p>Pastoral Care &amp; Counseling: Care of The Soul</p> <p>Questions for discussion: What is counseling? What is pastoral counseling? How do people change and what role does the counselor play? How do you understand the difference between care and cure? What are some differences between secular psychotherapy and pastoral counseling?</p>	<p>Read: Moore, chapters 1-13</p> <p>Read: Clement Tisdale, T., Doehring, C.E., Lorraine-Poirier, V. (2003). Three voices, one song: a psychologist, spiritual director, and pastoral counselor share perspectives on providing care. <i>Journal of Psychology and Theology</i>, 31, 52-68.</p>
Class 2 Tuesday June 18	<p>Ethical Issues and guidelines when integrating spirituality with counseling.</p> <p>The Consultation: First contact, initiating an alliance and assessing safety, eliciting history, screening for disorders, formulating a treatment plan.</p> <p>In-class experiential and writing exercise.</p>	<p>Read: Bender and Messner, chapters 1-6</p> <p>Read: Tan, S.Y. (2003) Integrating spiritual direction into psychotherapy: Ethical issues and guidelines, <i>Journal of Psychology and Theology</i>, 31, 14-23.</p>
Class 3 Wednesday June 19	<p>The Therapeutic Frame: fee setting, billing, confidentiality, other structural considerations.</p> <p>Questions: What is the therapeutic frame? How might the frame differ in a church setting vs. a Christian Counseling clinic vs. a private practice?</p>	<p>Read: Bender and Messner, chapters 7-11</p>
Class 4 Thursday June 20	<p>The beginning and developing counseling relationship: what happens next? Guidelines for record keeping, planning for services, building your case.</p> <p>Questions: Consider some examples of counseling situations described in your text – which ones seem particularly difficult to you. Do you agree with how the authors resolve the situation? Why or why not?</p> <p>In-class writing exercise: the SOAP note.</p>	<p>Read: Cameron, S., &amp; turtle-song, i. (2002). Learning to write case notes using the SOAP format. <i>Journal of Counseling and Development</i>, 80, 286-292.</p> <p>Read: Hoffman, L. (2010). Working with the God image in therapy: an experiential approach. <i>J of Psychology and Christianity</i>, 29, 268-271.</p>

Class 5 Friday June 21	Developing Basic Interviewing Skills: Why is the interview so important? How does the interview frame differ from counseling proper?  Identifying client strengths. Identifying challenges. Establishing goals.  In-class exercise: experiential and written.	Read: Hersen and Van Hasselt, chapters 1-7  Writing: due Monday class 6, write-up interview.
Class 6 Monday June 24	Interviewing Skills (continued): writing up the interview and trouble-shooting as part of the process.  The defensive client. The Overly talkative client. In-class exercise: experiential and written.	Read: Hersen and Van Hasselt, chapters 8-13
Class 7 Tuesday June 25	The counseling relationship: what happens next? Based on your assessment and interview -- developing and implementing a plan for counseling.  Managing the impasse Empathic lapses In-class exercise	Read: Bender & Messner, complete chapters 12-17
Class 8 Wednesday June 26	(continued)  In-class exercise: experiential and written	Read: Bender & Messner, complete chapters 12-17
Class 9 Thursday June 27	Bringing things to a close, issues to consider in the termination process.	
Class 10 Friday June 28	Case discussion and course Review	Read: re-visit Moore in light of other assigned, more clinically-focused reading.

**Grading rubric:** In general, Seattle University grading parameters will be utilized. Remember that a grade of **B** represents adequately completing the task assigned. A grade of **A** represents completion of the task in a way that not only meets, but *exceeds* expectations in terms of depth, complexity, and clarity of expression.

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 (Students must pass this course with a grade of B or above before being eligible for Practicum/Internship.)

**Respect for Confidentiality:** Because this course is aimed at continuing development of counseling skills, we will likely discuss case material. Although the identities of the clients will be thoroughly disguised it is fully expected that students will treat all case material as confidential and subject to professional confidentiality guidelines.

**Professional conduct:** In this course we will be discussing a variety of theoretical and skill set approaches as well as experiences about which you may have strong feelings and attitudes. Participation in class discussion is strongly 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 adequate time for implementation of any special accommodations. Please feel free to contact the professor prior to the beginning of class at [rytakushi@gmail.com](mailto:rytakushi@gmail.com) or (206) 621-1825.