

COURSE SYLLABUS  
SPRING 2013

STMC 552 Individual Counseling Theory and Techniques (3 units)

**Seattle University School of Theology & Ministry**

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Mondays, 9:00–11:50 a.m. Hunthausen 110

**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 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.

**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. (2013). Theory & Practice of Counseling & Psychotherapy. (9<sup>th</sup> Ed.). Belmont: Brooks/Cole.
- Please see the following websites and download the Codes of Ethics from each organization:  
American Counseling Association (ACA) [www.counseling.org](http://www.counseling.org)  
American Association of Pastoral Counselors (AAPC) [www.aapc.org](http://www.aapc.org)
- 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%):** 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. Your grade will be reduced for each absence except in the event of illness or an emergency situation. More than two absences may result in not passing this 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 (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. Papers are to be type-written, 12-pt font, single sided. Hard copies only.

**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](mailto:lnichols@seattleu.edu), 206-296-5309)*

Written 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.

**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 Assignment
<b>Week 1&amp;2</b> April 1 & 8	<ul style="list-style-type: none"> <li>• Course introduction &amp; Overview</li> <li>• What is Counseling? Pastoral Counseling? Christian</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics Guidelines for AAPC and ACA</li> <li>• Corey, chapter 1-3</li> <li>• Clinebell, chapter 1-4</li> </ul>

	<p>Counseling? Ethical Considerations</p> <ul style="list-style-type: none"> <li>Thinking about diversity in the counseling situation</li> <li>Clinebell: Holistic Liberation-Growth Model</li> </ul>	<ul style="list-style-type: none"> <li>Ray, B. (2006) The practical face of integration, <u>Journal of Psychology and Christianity</u>, 25 (1) 74-78.</li> </ul>
<p><b>Week 3</b> April 15</p>	<p>Theory: Psychoanalytic Therapy <b>Writing Assignment #1</b> <b>DUE in class on April 15</b></p>	<ul style="list-style-type: none"> <li>Corey, chapter 4 &amp; 15</li> <li>Clinebell, chapter 15</li> </ul>
<p><b>Week 4</b> April 22</p>	<p>Theory: Adlerian Therapy</p>	<ul style="list-style-type: none"> <li>Corey, chapter 5</li> <li>Strupp, Hans, H. (1989) <i>Psychotherapy: can the practitioner learn from the researcher?</i> <u>American Psychologist</u>, 44 (4) pp 717-724</li> </ul>
<p><b>Week 5 - 6</b> April 29  &amp;  May 6</p>	<p>Theory: Existential Therapy  <b>Writing Assignment #2</b> <b>DUE in class on April 29</b>  Theory: Person-Centered Therapy Theory: Gestalt Therapy</p>	<ul style="list-style-type: none"> <li>Corey (6-8)</li> <li>Clinebell (7-9)</li> <li>Snodgrass, J (2007) Rogers to Clinebell: exploring the history of pastoral psychology, <u>Pastoral Psychology</u>, 55 (4), 513-525.</li> </ul>
<p><b>Week 7</b> May 13</p>	<p>Theory: Behavior Therapy Theory: Cognitive Behavior</p>	<ul style="list-style-type: none"> <li>Corey, chapter 9-10</li> <li>Slok, C (1997) Short-term pastoral counseling and the use of re-framing, <u>Pastoral Psychology</u>, 46(2), 119-129.</li> </ul>
<p><b>Week 8 &amp; 9</b> May 20 &amp;  June 3</p>	<p>Theory: Reality Therapy  <b>Writing Assignment #3</b> <b>Due in class May 20</b> (*not included in this packet, we will discuss in class).  Theory: Feminist Therapy Theory: Post-modern Approaches</p>	<ul style="list-style-type: none"> <li>Corey 11, 12,13</li> <li>Clinebell 10-11</li> <li>Blanton, P.G. (2006) Introducing letter writing into Christian Psychotherapy, <u>J of Psych &amp; Christianity</u>, 25 (1), 77-86.</li> <li>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>, 12 (1), 101-114.</li> </ul>
<p><b>Week 10</b> June 10</p>	<p>An Integrative Perspective Collaboration in Counseling  <b>Writing Assignment #4</b> <b>Due in class June 10</b></p>	<ul style="list-style-type: none"> <li>Corey, chapter 15 (review), 16</li> <li>Clinebell 12-14, 16-17</li> <li>Recommended: Griner, D. Smith, T.B. (2006) Culturally adapted mental health</li> </ul>

		interventions: a meta-analytic review. <u>Psychotherapy: Theory, Research,          Practice, Training, 43 (4), 531-548.</u>
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**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/Spring 2013/Seattle University/STMC 552 Individual Counseling Theory & 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, [lnichols@seattleu.edu](mailto:lnichols@seattleu.edu), 206-296-5309)

Due Date: Paper **must** be submitted as hard copies in class on Monday, April 15, 2013. Late papers lose one point a day.

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STMC 552 Individual Counseling Theory & Technique  
Written Assignment #2

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? 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.
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.

Hard copies DUE in class Monday, April 29<sup>th</sup>, 2013 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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PAPER #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. 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).

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 by the end of class on Monday, June 10, 2013. Late papers lose one point a day.