

COURSE SYLLABUS
SPRING 2009
 STMC 552 Individual Counseling Theory & Technique (3 units)
Seattle University School of Theology & Ministry
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 Tuesdays, 9:00–11:50 a.m. Hunthausen Hall 100

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. Consistent with departmental goals, this course is aimed at preparing students for high quality work in diverse counseling settings.

Course Objectives:

- Students will become familiar with 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.
- 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. **this also includes a bundled DVD**
- Benner, David (2003). Strategic Pastoral Counseling: a short-tem structured model. (2nd Ed.). Grand Rapids, MI: Baker Academic
- 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

Course Requirements

Attendance and participation	Students are expected to complete reading assignments prior to each class meeting and to come prepared to discuss the material. In addition, throughout the term reflection questions will be posted on the Angel server
Reflection & Response paper #1	An exploration of Maloney & Augsburger’s assertion of the 6 things a counselor needs. DUE: Tuesday April 14 th
Response paper #2	Aimed at exploring ethical issues raised in the counseling situation. DUE: Tuesday April 21 st
Reflection & Response paper #3	A personal response to the idea of eclectic approaches. DUE: Tuesday May 12 th
Reflection & Response paper #4	An exploration of how faith and psychological theory might intersect. DUE: Friday June 5 th

Reading and Lecture Schedule:

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

Date	Lecture Topic	Reading Assignment
Week 1 March 31	Course introduction & Overview What is Counseling? Pastoral Counseling? Christian Counseling?	<ul style="list-style-type: none"> • log on to the SU Angel server & sign-in
Week 2 & 3 April 7 & April 14	How to think about diversity in the counseling situation. Ethics Dimensions of Worldviews Post response #1 on Angel by April 6 Paper #1 Due April 14	<ul style="list-style-type: none"> • Benner, chapter 1-2, & p. 147-48 • view DVD, Intake assessment • Clinebell, chapter 1-4 • Corey, chapter 1-3 • Ray, B. (2006) The practical face of integration, <u>Journal of Psychology and Christianity</u>, 25 (1) 74-78. • AAPC, ACA Ethics Code
Week 4 April 21	<ul style="list-style-type: none"> • Theory: Psychoanalytic • Theory: Adlerian Therapy Paper #2 Due April 21	<ul style="list-style-type: none"> • Corey, chapter 4-5, 15 • Clinebell, chapter 15 • view DVD, Psychoanalytic & Adlerian Therapy
Week 5 & 6 April 28 & May 5	Theory: Existential Therapy Theory: Person-Centered Therapy Theory: Gestalt Therapy Post response #2 on Angel by May 4	<ul style="list-style-type: none"> • Corey (6-8) • Clinebell (7-9) • Snodgrass, J (2007) Rogers to Clinebell: exploring the history of pastoral psychology, <u>Pastoral Psychology</u>, 55 (4), 513-525. • View DVD, Existential, Person-Centered, Gestalt Therapy
Week 7 May 12	Theory: Behavior Therapy Theory: Cognitive Behavior Paper #3 Due May 12	<ul style="list-style-type: none"> • Corey, chapter 9-10 • View DVD Behavior & Cognitive • Slok, C (1997) Short-term pastoral counseling and the use of re-framing, <u>Pastoral Psychology</u>, 46(2), 119-129.
Week 8 & 9 May 19 & 26	Theory: Reality Therapy Theory: Feminist Therapy Post-modern approaches Post response #3 on Angel by May 25	<ul style="list-style-type: none"> • Corey 11, 12, 13, 14 • Clinebell 10-11 • Benner. Chapter 3-6 • Blanton, P.G. (2006) Introducing letter writing into Christian Psychotherapy, <u>J of Psych & Christianity</u>, 25 (1), 77-86. • View DVD Reality Therapy, Feminist Therapy, Solution-Focused Brief Therapy, Narrative, Therapy
Week 10 June 2	An Integrative Perspective Collaboration in Counseling Paper #4 Due Friday June 5th Please post your paper on the SU Angel Server by 5 pm	<ul style="list-style-type: none"> • 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 may negatively 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.