

Course Syllabus
SPRING 2010
STMC 593 Pastoral Care Skills II (3 units)
Seattle University School of Theology & Ministry
Ruby Y. Takushi, Ph.D. (206) 621-1825 rytakushi@gmail.com (preferred)
Mondays 9:00-11:50 am in Hunthausen Hall 110

NOTE: 1) Prerequisite: **STMM 553** and 2) This course is a prerequisite for **STMC 552**

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. The content of the assigned readings will focus on introducing the student to the basic elements of counseling and to providing the foundation for advanced study in theory and technique of counseling. 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.

Course Objectives:

- Students will continue to examine the nature of suffering and the care of souls
- Students will become familiar with the tasks and skills necessary for beginning a counseling relationship
- Students will be introduced to concepts of long-term Psychodynamic therapy as a model for applying one (of many) therapeutic orientation to counseling work
- Through reading, class discussion, group process, and writing exercises, students will become familiar with the practice of counseling

Learning Outcomes

- Demonstrate intention to approach the counseling task with openness to the presence of diversity.
- Demonstrate ability to assist and facilitate growth toward mental and/or spiritual emotional, interpersonal, behavioral health and wholeness and/or maturity.
- Demonstrate commitment to ongoing growth, to implementing self-awareness and use of self in clinical practice.

Required Texts

- Bender, Suzanne and Messner, Edward (2003). Becoming a Therapist: What Do I Say, and Why?, Guilford Press.
- Gabbard, Glen O., (2010) Long-Term Psychodynamic Psychotherapy: A Basic Text, 2nd Edition (Core Competencies in Psychotherapy) American Psychiatric Publishing, Inc.

***NOTE: This is the 2nd edition published in March of this year 2010, subject to availability we will discuss in class, do not purchase yet ***

- 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

Course Requirements

Attendance and Participation	<p>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.</p> <p>Discussion and experiential learning will play a significant role in this course. Our aim is to begin conversations about <i>what</i> we do as pastoral counselors and <i>why</i>.</p> <p>Students will have opportunity to spend a portion of designated class periods in triads. One student will be counselor, one will be counselee, and one will be observer in each triad.</p>
Reading	Students are expected to complete reading assignments prior to each class meeting and to come prepared to discuss the material.
Writing	<p>Three written assignments will be completed for this course. Each will be aimed at offering the student an opportunity to reflect on the reading material, class discussion and experiential learning. Papers will be graded on form and content, clarity of expression, and depth of ideas.</p> <p>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, nichols@seattleu.edu, 206-296-5309)</p>

Reading and Assignment Schedule:

** Please note: Although this syllabus is a robust schedule of sessions, modifications may be made to the schedule, readings, and assignments.

DATE	TOPICS	ASSIGNMENT
Week 1 March 29	<p>Introduction to the course, review of syllabus, discussion of course objectives</p> <p>Question for discussion: How do people change and what role does the counselor play?</p>	Read: begin Moore
Week 2 April 5	<p>Pastoral Care & Counseling: Care of The Soul</p> <p>Questions: How do you understand the</p>	Read: Moore, complete book

	difference between care and cure? What are differences between secular psychotherapy and pastoral counseling?	
Week 3 April 12	Beginning the Counseling relationship: The consultation and how does it all start? Questions: What is the therapeutic frame? How might the “frame” differ in a church setting vs. a Christian Counseling clinic vs. a private practice office?	Read: Bender and Messner, begin chapters 1-11 Writing: Paper One DUE
Week 4 April 19	The beginning and developing counseling relationship: what happens next?	Read: Bender and Messner, complete chapters 1-11
Week 5 April 26	The developing counseling relationship (continued): what happens next and bringing things to a close. 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?	Read: Bender and Messner, chapters 12-17
Week 6 May 3	Developing Basic Interviewing Skills: Questions: Why is the interview so important? How does the frame differ from counseling proper?	Read: Hersen and Van Hasselt, chapters 1-7 Writing: Paper Two DUE
Week 7 May 10	Interviewing Skills (continued): writing up the interview and trouble-shooting as part of the process.	Read: Hersen and Van Hasselt, chapters 8-13
Week 8 May 17	Interviewing Skills (continued):	Read: Hersen and Van Hasselt, chapters 8-13 Read: Gabbard, assignment TBD
Week 9 May 24	Intro to Psychodynamic Psychotherapy: building awareness that there are many ways to establish a counseling frame. How to use the psychodynamic approach as a model.	Read: Gabbard, assignment TBD Writing: Paper Three DUE
Week 10 June 7	Intro to Psychodynamic Psychotherapy: (continued) Summary and Review	Read: Gabbard, assignment TBD

Grading rubric: In general, Seattle University grading parameters will be utilized.

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 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.