

Course Syllabus
SUMMER 2011
STMC 551 Advanced Pastoral Care Skills (3 units)
Seattle University School of Theology & Ministry
Ruby Y. Takushi, Ph.D. (206) 621-1825 rytakushi@gmail.com (preferred)
Monday, June 27th through Friday, July 8th – no class on Monday July 4th, 2:00-5:00 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. The content of the assigned readings will focus on introducing the student to the basic elements of counseling and to providing the foundation for more 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 articulate the essential tasks and skills necessary for beginning, implementing, and terminating a professional counseling relationship
- 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 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, interpersonal, behavioral, spiritual health and wholeness.
- Students will demonstrate a commitment to ongoing personal growth, and 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.
- 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

Additional Required Reading The following articles can be found in the Seattle University Lemiex Library and are also accessible on-line to registered students through the SU website.

- 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.
- 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	<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. Because this class is being offered in an intensive 2-week format, more than one absence will negatively impact your final grade, and may result in a non-passing 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 the opportunity to spend a portion of designated class periods in counselor, counselee, observer triads. 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 will be included as an element of active participation.</p>
Reading	<p>Students are expected to complete reading assignments prior to each class meeting and to come prepared to discuss the material.</p>
Writing	<p>Three written assignments will be completed for this course. Each will be aimed at offering the student an opportunity to demonstrate mastery of the material and to reflect on the reading material, class discussion and experiential learning. Students are required to use American Psychological Association (APA) writing guidelines.</p> <p>Hard copies of papers are due in class on dates noted in the syllabus below. Late papers lose 10% per day.</p> <p><i>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. 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, 206-296-5309) See the Writing Center website at www.seattleu.edu/writingcenter</i></p>

Reading and Assignment Schedule:

*** Please note: Although this syllabus is a robust schedule of sessions, modifications may be made**.*

DATE	TOPICS	ASSIGNMENT
Class 1	Introduction to the course, review of syllabus,	Read: Moore, chapters 1-13

Monday June 27 th	discussion of course objectives Pastoral Care & Counseling: Care of The Soul 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?	Guidelines for Writing and Paper One discussed
Class 2 Tuesday June 28 th	The Consultation: First contact, initiating an alliance and assessing safety, eliciting history, screening for disorders, formulating a treatment plan.	Read: Bender and Messner, chapters 1-6
Class 3 Wednesday June 29 th	The Therapeutic Frame: fee setting, billing, confidentiality, other structural considerations. Questions: What is the therapeutic frame? How might the frame differ in a church setting vs. a Christian Counseling clinic vs. a private practice?	Read: Bender and Messner, chapters 7-11
Class 4 Thursday June 30 th	The beginning and developing counseling relationship: what happens next? Guidelines for record keeping, planning for services, building your case. 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: Cameron, S., & turtle-song, i. (2002). Learning to write case notes using the SOAP format. <i>Journal of Counseling and Development</i> , 80, 286-292. Writing: Paper One DUE in class Discuss Assignment Two
Class 5 Friday July 1 st	Developing Basic Interviewing Skills: Why is the interview so important? How does the interview frame differ from counseling proper? In-class exercise	Read: Hersen and Van Hasselt, chapters 1-7
Monday July 4 th	** University Holiday – no class **	
Class 6 Tuesday July 5 th	Interviewing Skills (continued): writing up the interview and trouble-shooting as part of the process. In-class exercise	Read: Hersen and Van Hasselt, chapters 8-13
Class 7 Wednesday July 6 th	The counseling relationship: what happens next? Based on your assessment and interview -- developing and implementing a plan for counseling. Bringing things to a close, things to consider in the termination process.	Writing: Paper Two DUE in class Discuss Writing Assignment Three
Class 8 & 9 Thursday July 7 th	Case discussion and a conversation with an experienced Pastoral Counselor: K. Killian Noe, M.Div, Yale Divinity School, Founder Samaritan Inns	Read: Bender & Messner, complete chapters 12-17

and Friday July 8 th	Washington, D.C., and Founder Recovery Café, Seattle, WA Course Review	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>J. of Psy & Theo</i> , 31, 52-68. Read: Tan, S.Y. (2003) Integrating spiritual direction into psychotherapy: Ethical issues and guidelines, <i>Journal of Psychology and Theology</i> , 31, 14-23. Writing Assignment Three Due in class
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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.