

**COURSE SYLLABUS  
SPRING 2008**

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.

**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. (8<sup>th</sup> Ed.). Belmont: Brooks/Cole. \*\*this also includes a bundled DVD\*\*
- Maloney, H. N. & Augsburger. D.W. (2007). Christian Counseling: An Introduction. Nashville: Abingdon Press.
- 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)

**Course Requirements**

Reflection & Response paper #1	An exploration of Maloney & Augsburger’s assertion of the 6 things a counselor needs. DUE: Tuesday April 15 <sup>th</sup>	20
Response paper #2	Aimed at exploring ethical issues raised in the counseling situation. DUE: Tuesday April 29 <sup>th</sup>	20
Reflection & Response paper #3	A personal response to the idea of eclectic approaches. DUE: Tuesday May 13 <sup>th</sup>	15
In-class Exercise: Written case examples	Aimed at providing an opportunity for students to demonstrate their developing counseling approach.	25
Reflection & Response paper #4	An exploration of how faith and psychological theory might intersect. DUE: Friday June 6 <sup>th</sup>	20
	Total Possible	100

**REVISED 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 April 1	Course introduction & Overview What is Counseling? What is Pastoral Counseling? What is Christian Counseling?	<ul style="list-style-type: none"> <li>• Maloney &amp; Augsburger (1-5)</li> <li>• Clinebell (1, 2)</li> </ul>
Week 2 & 3 April 8 & April 15	How to think about diversity in the counseling situation. Ethics Dimensions of Worldviews <b>Paper #1 Due April 15</b>	<ul style="list-style-type: none"> <li>• Clinebell (chapt 3-6)</li> <li>• AAPC, ACA Ethics Code</li> <li>• Maloney &amp; Augsburger (8,11)</li> <li>• Corey (1-3, 15)</li> </ul>
Week 4 April 22	Theory: Psychoanalytic Theory: Adlerian Therapy	<ul style="list-style-type: none"> <li>• Corey (4-5)</li> <li>• Clinebell 15</li> <li>• Maloney &amp; Augburger (6)</li> </ul>
Week 5 & 6 April 29 & May 6	Theory: Existential Therapy Theory: Person-Centered Therapy Theory: Gestalt Therapy  <b>Paper #2 Due April 29</b>	<ul style="list-style-type: none"> <li>• Corey (6-8)</li> <li>• Clinebell (7-9)</li> <li>• Maloney &amp; Augsburger (7, 9)</li> </ul>
Week 7 May 13	Theory: Behavior Therapy Theory: Cognitive Behavior Theory: Reality Therapy  <b>Paper #3 Due May 13</b>	<ul style="list-style-type: none"> <li>• Maloney &amp; Augsburger (10)</li> <li>• Corey (chapters 9-11)</li> </ul>
Week 8 May 20	Guest Speaker TBA	
Week 9 May 27	Guest Speaker TBA <b>In-Class Case example exercise</b> Case examples/discussion	
Week 10 June 3	Theory: Feminist Therapy Theory: Family Therapy  An Integrative Perspective Collaboration in Counseling Coming full circle <b>Paper #4 Due Friday June 6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Corey (12-14, 15 review, 16)</li> <li>• Clinebell (10-14, 16-17)</li> <li>• Maloney &amp; Augsburger (12-14)</li> </ul>

**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.