

**PC 300-3 Pastoral Counseling with Individuals**  
**Louisville Presbyterian Theological Seminary**  
**Fall 2010**  
**SCH 120 TT 4:30-5:50**

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**Course Description**

Pastoral counseling is an interdisciplinary multidimensional discipline that includes individual, couples, family, and corporate systems for diagnosing and treating persons and groups using pastoral perspectives. This course provides a basic introduction and foundation to treat individuals in pastoral counseling by offering an overview of selected theories and techniques. The course focus is to prepare students to have competency counseling individuals. Attention will be given to the cultural location and the contextual systems that influence the expectations of therapy for the pastoral counselor and the individual seeking pastoral counseling. This course integrates theoretical and theological systems of conceptualizing human being, and health using the norms of individual psychotherapy counseling modalities, theology, the experiences of the student and the client, and practical skill development with the use of case study.

**Course Learning Goals and Objectives**

Pastoral Counseling: Individual will assist the student to be able to:

- understand the fundamentals concepts of selected individual pastoral psychotherapeutic models of intervention
- conceptualize a knowledge of the self of the therapist
- demonstrate entry level competency in listening, attending, and assessment of individuals
- know, understand and conceptualize basic counseling skills as they relate to the individual psychotherapy contexts
- demonstrate competency regarding individual therapy, theory and methods for individual counseling
- conceptualize and treat individuals in systems contexts
- recognize and respond to transference and counter transference in the therapeutic context
- understand one's own biases and limitations
- know and understand ethical considerations
- know and understand diversity, difference, and cultural dimensions as they apply

**Course Assessment of Goals and AAMFT Competencies**

Students will

- Demonstrate an understanding of fundamental's of individual psychotherapy concepts and theory through oral discussion, class participation, and role play;

- Write a personal counseling style paper that summarize their personal characteristics, to include an analysis of a three generation genogram and its contribution to an understanding of counseling vocation;
- Exhibit counseling skills development by completing oral and written individual counseling/counseling role play assignments;
- Write a paper that demonstrate individual psychotherapy theory and practice competencies;
- Submit a case study that includes conceptualization of assessment, diagnosis, differential diagnosis, treatment goals, rationale for theoretical approach, knowledge of transference and counter transference;
- Participate in class discussion and written assignments concerning the ethical and cultural dimensions of individual psychotherapy;

### **Course Methodology**

- Lecture
- Discussion
- Role Play
- Video
- Case Presentation
- Oral Presentation
- Written assignments

### **Course Requirements**

#### **Participation:** 20 points

- Prompt regular classroom attendance
- Reflect knowledge of readings, texts and references in classroom assignments and discussions
- Critical and appropriate engagement of class discussions
- Openness to engage concerning written and individual counseling and/or counseling role play assignments.

#### **Skill Development:** 20 points

- Video and typed transcript.
- Updated video and typed transcript with ethical analysis based on classroom discussion and feedback of initial presentation of counseling skill.
- Written and oral participation assignments to be announced.

#### **Personal Counseling Style:** 20 points

- Develop and conceptualize a three generation genogram of the therapist.
- Write a description of one's own knowledge of counseling style, with a summation. This assignment will reflect course reading, classroom discussions, role play material, and one's self knowledge gained from the genogram and other sources concerning one's counseling vocation. The assignment will be used experientially.

#### **Case Study:** 20 points

#### **Final Exam:** 20 points

- Comprehensive multiple choice examination.

Grades are recorded as A (93-100), A-(90-92), B+(87-89), B(83-86), B-(80-82), all other grades reflect a score below 79.

**Required Reading** (on library reserve)

American Association of Pastoral Counselors (AAPC) Code of Ethics [www.aapc.org](http://www.aapc.org)

American Association of Marriage and Family Therapy (AAMFT) Code of Ethics [www.aamft.org](http://www.aamft.org)

Brook, Howard. *How to Practice Brief Psychodynamic Psychotherapy: The Core Conflictual Relationship Theme Method*. 2010.

Cooper-White, Pamela. *Many Voices: Pastoral Psychotherapy in Relational and Theological Perspective*. Fortress Press, 2007

Corey, G. *Theory and Practice of Counseling & Psychotherapy*. Belmont: Brooks/Cole, 2008.

Gaylin, Willard. *How Psychotherapy Works - An Introduction to Psychotherapy: An Outline of Psychodynamic Principles and Practice*. 2010

Maroda, Karen. *Psychodynamic Technique: Working with Emotion in the Therapeutic Relationship*.

Rowe, Crayton, and David Mac Isaacs. *Empathic Attunement: The Technique of Psychoanalytic Self Psychology*. 2000.

**Bibliography**

Bennet, Goleman T. *Emotional Alchemy: How the Mind Can Heal the Heart*. Three Rivers Press, 2002.

Clinebell, Howard. *Basic Types of Pastoral Care & Counseling: Resources for the ministry of healing and growth*. Abingdon, 1984.

Conn, Walter E. *The Desiring Self: Rooting Pastoral Counseling and Spiritual Direction in Self Transcendence*. New York: Paulist Press, 1998.

Culbertson, Phillip. *Counseling Men*. Fortress Press, 1994.

Dayringer, Richard. *The Heart of Pastoral Counseling: Healing Through Relationship*, 1998.  
*Diagnostic and Statistical manual of Mental Disorders*

Ditties, James. *Pastoral Counseling: The Basics*. Westminster John Knox Press, 1999.

Doering, Carrie. *Taking Care: Monitoring Power Dynamics and Relational Boundaries in Pastoral Care and Counseling*. 1995

Epstein, Mark. *Thoughts Without a Thinker: Psychotherapy from a Buddhist Perspective*. Basic Books, 1995.

Neugar, Christie. *Counseling Women*

Pendergast, John, et. al. *Sacred Mirror: Non-Dual Wisdom and Psychotherapy*. Paragon House, 2003.

Pendergast, John. *Listening From the Heart of Silence: Non Dual Wisdom and Psychotherapy*, Vol. 2.

Worset, Val. *Egan's Skilled Helper Model: Developments and Applications in Counseling*. New York, 2006.

Walker, Elizabeth. Dissertation. *Pastoral Counseling Model Counseling Some African American Women*. ITC, 2000.

## **Policy Statements**

### **1. Use of Inclusive Language:**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance, [http://www.lpts.edu/Academic\\_Resources/ASC/avoidinggenderbiasinlanguage.asp](http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp).

### **2. Academic Honesty:**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

### **3. Special Accommodations:**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### **4. Citation Policy:**

Citations in your papers should follow the Seminary standard, which is based on these guides: Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.  
*The Chicago Manual of Style*, 15<sup>th</sup> ed. Chicago, IL: University of Chicago Press, 2003.  
*Copies of these guides are available at the library and in the Academic Support Center.*

### **5. Attendance Policy:**

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned

absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade.