

# **PC640 THEORIES OF COUNSELING & PSYCHOTHERAPY I**

## **METHODIST THEOLOGICAL SCHOOL IN OHIO**

Professor Fulgence Nyengele, M.Div., M.A., Ph.D.

Fall 2015—Thursdays, 8:30 a.m.-11:30 a.m.

**Room G133**

Office Hours: By appointment; Office: (740)362-3432; Email: fnyengele@mtso.edu

### **I. COURSE DESCRIPTION**

This course is a survey of the major approaches to counseling and psychotherapy, including psychodynamic, existential, humanistic, behavioral, cognitive, group, and family systems counseling and psychotherapy. The uniqueness of *pastoral* counseling as well as its relationship to these theories will also be considered. The unity and diversity among these counseling and psychotherapeutic orientations will be explored with a focus on their implications for counseling and psychotherapeutic practice. Throughout the semester participants will be encouraged to develop the skills of learning to select and/or integrate appropriate orientations for intervention. The course will also explore the application of selected theories to addiction problems, including but not limited to alcohol and substance abuse.

### **II. COURSE METHODS**

Course methods will include required readings (and supplementary readings to be explored as time and interest allow), lecture, class and small group discussion, theoretical and practical application through role plays and case studies. Students will be expected to demonstrate competency in basic skills necessary to create support, establish a working relationship, learn to elicit client problems, and other basic caring skills.

### **III. CACREP STANDARDS AND CONTENT AREAS**

CACREP standards expect students completing this course to:

- Understand counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP II.G.5.d). *Assessed through class discussions, case analysis and theory application, group presentation project, and the final examination.*
- Know theories for facilitating optimal development and wellness over the lifespan (CACREP II.G.3.h). *Assessed through participation in class discussions, group presentation project, and final examination.*
- Understand an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a). *Assessed through participation in class discussions, group presentation project, final examination.*
- Understand counseling supervision models, practices, and processes (CACREP II.G.1.e). *Assessed through participation in class discussions, final examinations.*

- Understand the use of research to inform evidence-based practice (CACREP II.G.8.e). *Assessed through participation in class discussions, final examination.*
- Know evidenced-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC.I.3). *Assessed through, final examination, and case analysis and conceptualization, participation in class discussions, group presentation project.*
- Understand a variety of models and theories related to clinical mental health counseling, including the methods, models and principles of clinical supervision (CACREP CMHC.A.5). *Assessed through participation in class discussions, group presentation project, final examination.*

All these CACREP standards are fulfilled in the course objectives, course requirements, assignments, and activities described below.

#### **IV. COURSE OBJECTIVES**

1. Development of knowledge and familiarity with a broad range of counseling and psychotherapeutic orientations and the kinds of issues that unite and distinguish them.
2. Be able to understand and articulate theories of care found in each theoretical orientation discussed in class.
3. Develop familiarity with a variety of clinical theories and treatment types (different schools of thought, as well as modalities such as individual, couple, family, and group treatments).
4. Be able to translate theoretical understanding into practical applications (i.e., be able to draw practical guidelines from theoretical formulations).
5. Learn basic counseling skills that will enable participants to offer care and counseling to persons in need.
6. Be able to identify one's own primary and/or preferred methods of care and counseling from the theories studied in class.
7. Be able to gain understanding of the uniqueness of pastoral counseling as a mental health discipline with a broader spiritual frame of reference.
8. Be able to develop an integrative approach to counseling and psychotherapy.

#### **V. COURSE REQUIREMENTS AND ASSIGNMENTS**

1. Regular attendance and thoughtful participation in class discussions.
2. Completion of all assigned readings and written work.

**3. Role-plays/Counseling Skills Building.** There will be 4 or more in-class practice sessions for basic counseling skills. These exercises will be followed by personal reflection by participants and class discussion based on observations by class members and the instructor.

**4. A Theory Application Paper.** Write a **5-6 page paper (do not exceed this length)**, double-spaced, with appropriate citations, notes and bibliography, in which you apply a selected theory to a clinical case or a case from general pastoral care work in a parish or hospital setting. The focus of the paper is on the use of one of the theories studied in the class to make an assessment/diagnosis, discuss the issues, and conceptualize treatment plan strategies from that theory's perspective. **Students pursuing the Addiction Counseling Track should use a case dealing with addiction/substance abuse issues.** The paper should include the following elements: a brief, but comprehensive discussion of the major tenets of the theory: the essential concepts, methods, and techniques of the theory; use of the theory's overall framework to describe the dynamics and issues in the case; a formulation of the treatment plan using the "lenses" of the school of counseling and psychotherapy you have selected, showing how you would intervene in the case. In your analysis, assessment and interventions, consider the clinical and/or pastoral strengths and limitations of that particular theory you are applying, in light of the issues involved in the case. Please proofread all your written work before handing it in. **This paper is due October 8. NO EXTENSION WILL BE GRANTED. PLEASE PLAN ACCORDINGLY.**

**5. Counseling as a Practice of Ministry Paper. 5-6 page paper (do not exceed this length);** double-spaced, with appropriate citations, notes, and a bibliography. This paper will examine and explore the integration of clinical wisdom with theological reflection, with the goal of exploring the relationship/connection between ministry and the practice of professional counseling. This is a research paper in which you will demonstrate your ability to examine the intersections of theological and counseling resources to guide counseling practice and anchor a practical bridge between ministry and professional counseling. In what ways is counseling an extension of the ministry of the church, and therefore an expression of pastoral care? How does theological reflection inform our understanding and practice of counseling as ministry? What themes emerge as characteristic of counseling as ministry? **This paper is due October 29. NO EXTENSION WILL BE GRANTED. PLEASE PLAN ACCORDINGLY.**

**OR**

You may approach this task differently by writing on **The Pastoral Nature of Counseling. 5-6 pages paper (do not exceed this length)**; double-spaced, with appropriate citations, notes, and a bibliography. This option will focus on the question, "What is Pastoral about Counseling?" It can be argued that while all counseling is not pastoral, counseling as a helping activity is a deeply pastoral endeavor which is concerned with relieving human suffering and distress, as well as facilitating growth, wholeness and well-being in persons, their relationships, and communities. Considering pastoral counseling as a subspecialty of professional counseling, identify and explore what is pastoral about professional counseling in general, and pastoral counseling in particular—integrating counseling theory and pastoral care perspectives. This is an opportunity to develop an understanding of counseling as a form and expression of pastoral care, as well as the uniqueness and distinctiveness of pastoral counseling as a mental health

discipline. Another important aspect of this assignment is to develop a beginning understanding of how spirituality, religious faith, and resources of communities of faith can be integrated ethically and appropriately into counseling practice. **This paper is due October 29. NO EXTENSION WILL BE GRANTED. PLEASE PLAN ACCORDINGLY.**

**6. Group Presentation.** Students will collaborate with others in the class to teach, guide, and facilitate discussion of a selected topic found in the syllabus. A sign-up sheet will be provided on the first day of class.

- Each team will be expected to read thoroughly the assigned readings for the session you will lead and discuss them together prior to the class date you are expected to lead.
- Prepare a 2 page guideline of the presentation to be provided (on the day of your presentation) for all students and a copy for the instructor.
- You are expected to initiate and sustain a creative and productive discussion of the major concepts, methods, techniques and issues in the reading source on the topic you have selected, ensuring participation from the whole class.
- In addition to the assigned readings, research 5 professional journal articles addressing the theory you are presenting on or issues closely related to the theory you have chosen to study. Articles must be from at least three different journals.
- **No paper is required for this assignment**, but only a **summary outline of your presentation** to be given as a handout to all class participants and to the instructor on the day of the presentation.
- The instructor will supplement your teaching with brief presentations as necessary, but I expect you to take leadership and full responsibility for the allotted time as much as possible.
- Group presentations will begin on **October 28 through December 2**. The following are the topics to be discussed: **Group Counseling and Psychotherapy; Feminist Therapy; Other Psychotherapies; Narrative Therapy.**
- Each group will lead the class for 1 hour and 30 minutes to two hours. The presentation will discuss the basic tenets of the theory; beliefs regarding human nature, structure of personality, methods, approaches and techniques, as well as pointing out the need for such theory. You are also expected to demonstrate how the theory can be applied to a specific case of your choice. Please be creative in conceptualizing and delivering your presentation.
- The group will be graded collectively; but each person has to demonstrate clearly their contribution to the group presentation. In addition to the handout for class, each group will submit a bibliography with no less than three additional sources used in the presentation, in addition to the required class reading.

**6. Final Examination. December 9.** The final examination will be an in-class, closed book, combination of objective and short essay questions. To prepare for the exam, you should review class notes, readings, classroom discussions, and any handouts used in the class, as well as other materials covered in your group presentations. **Make-up exams will not be allowed**, unless you find yourself in some extreme circumstances such as death of a family member, hospitalization, or other clearly excusable absence. So, please plan not to miss the exam. If you have to miss the examination, under excruciating

circumstances, it is advisable to let the instructor know BEFORE the day when the exam is scheduled and NOT the day of the exam.

## VI. EVALUATION AND GRADING

Though not graded, attendance and participation are key factors in evaluating student work in this class. Irregular attendance may result in a failing grade, even though the student has successfully completed all written work. More than two unexcused absences will constitute failure for the course.

Role-plays/Counseling Skills Building	10%
Theory Application Paper	20 %
Counseling as a Practice of Ministry or Pastoral Nature of Counseling	20%
Group Presentation	25 %
Final Examination	25 %
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Total	100 %

**Criteria for grading papers.** The evaluation and grading of papers will use the following criteria as appropriate to each assignment: clear and persuasive academic writing; thoroughness, completeness, and diligence in discussing issues; correct grammar, punctuation, spelling, clarity of thought, and use of gender inclusive language; show evidence of critical engagement with various aspects of the course, including class readings; depth, comprehension, and organization; and inclusion of appropriate notes and bibliography. Written work should conform to Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> edition (i.e., based on the Chicago Manual of Style) or APA form and style standards.

Final course grades will be based on the following scale:

A =93-100	A-=90-92		
B+=87-89	B =83-86	B-=80-82	
C+=77-79	C =73-76	C-=70-72	
D+=66-69	D =63-66	D-=60-62	F=59

## VII. TEXTS

### **A. Required Reading**

Sharf, Richard S. Theories of Psychotherapy and Counseling: Concepts and Cases. 5<sup>th</sup> ed. Boston, MA: Cengage Learning, 2016.

Townsend, Loren. Introduction to Pastoral Counseling. Nashville: Abingdon Press, 2009.

**B. Supplemental Reading: Selected articles and/or chapters on specific topics will be provided as needed and will be posted on Sakai for easy access.**

### **General References**

Hunter, Rodney, gen. ed. Dictionary of Pastoral Care and Counseling. Nashville: Abingdon Press, 1990. Selected entries as appropriate.

Ramsey, Nancy, ed. Pastoral Care and Counseling: Redefining the Paradigms. Nashville:

Abingdon Press,2004.

### **Counseling Code of Ethics**

You can access Codes of Ethics on the following websites:

- American Association of Pastoral Counselors (AAPC): [www.aapc.org](http://www.aapc.org)
- American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)
- American Association of Marriage and Family Therapy (AAMFT): [www.aamft.org](http://www.aamft.org)

## **COURSE OUTLINE**

### **AUGUST 27: Introductions and Terminology**

Introductions of participants and terminology. Description and definition of major terms: counseling, psychotherapy, family therapy. This work will enable us to establish a foundation for subsequent presentations and discussions of major theories of counseling and psychotherapy.

Background Reading:

Chap. 1: “Introduction,” in *Theories of Psychotherapy and Counseling* (hereafter “Sharf”).

Chap. 1: “Unity and Diversity among Psychotherapies,” in Comprehensive Textbook of Psychotherapy, ed. Bongar and Beutler (hereafter, Comprehensive Textbook).

Clinebell. Basic Types of Pastoral Care and Counseling. Ch. 14

Dictionary of Pastoral Care and Counseling:

“Pastoral Care (Contemporary Methods, Perspectives, and Issues)”

“Pastoral Counseling”

“Pastoral Psychotherapy”

“Psychotherapy (Varieties, Traditions, and Issues)”

**NOTE:** These are not required readings. They are noted here simply as references. If your time and interest allow, you could read them.

### **SEPTEMBER 3: Psychodynamic Counseling and Psychotherapy**

In this session we will begin to trace (very briefly) historical and contemporary developments in the theories and practices of psychodynamic counseling and psychotherapy. Special focus will be placed on key concepts in psychodynamic theory: the view of human nature, structure of personality, the unconscious, anxiety, ego defense mechanisms, and the development of personality. Contemporary trends of psychoanalytic/psychodynamic theory will also be briefly introduced.

Required Reading:

Sharf—Chaps. 2 & 3 “Psychoanalysis” + “Jungian Analysis and Therapy”

Supplemental Reading:

Dictionary of Pastoral Care and Counseling:

“Dynamic Psychology”  
“Ego Psychology and Psychotherapy”  
“Psychoanalysis (Therapeutic Method and Research)”  
“Psychoanalysis and Pastoral Care”  
“Psychopathology, Theories of”  
“Psychoanalytically-Oriented Psychotherapy”

Chaps. 2 & 3: “Psychodynamic Therapies in Historical Perspective,” and  
“Psychodynamic Therapies in Practice,” in Comprehensive Textbook.  
Joyce. “Religion and Psychodynamics.” In The Guide to Pastoral Counseling and  
Care—On Reserve in the Library.

### **SEPTEMBER 10: Existential/Humanistic Counseling and Psychotherapy**

This session will begin with a reflection on the meanings ascribed to the term *existential* in this approach to counseling and psychotherapy, and focus will be given to what makes this approach *existential*. Study questions: What are the hallmarks of the existential-humanistic approach? What makes this approach humanistic? What distinguish this approach from all others? What is its goal? Where does the power to effect change reside? (is it in the counselor or the client?) How can growth be actualized? An example of a humanistic approach (i.e., Carl Rogers) will be the focus of the session. Other contemporary articulations from the readings will also be discussed.

Required Reading:

Sharf—Chaps. 5, 6 & 7: “Existential Therapy” + “Person-Centered Therapy” +  
“Gestalt Therapy”

Supplemental Reading:

Chaps. 6 & 7: “Depth-Existential Therapy,” & “Experiential Therapy  
in Practice,” in Comprehensive Textbook.

Dictionary of Pastoral Care and Counseling:

“Existential Psychology and Psychotherapy”  
“Humanistic Psychotherapies”  
“Humanistic Psychology and Pastoral Care”

### **SEPTEMBER 17: Behavioral Counseling and Therapy**

After a brief historical exploration of the foundations of behaviorism, we will highlight the major tenets of the behavioral approach to counseling and psychotherapy. The focus will be given to the practice of behavior therapy. Study questions: What are the basic assumptions of the behavioral approach to counseling and psychotherapy? What is the role of the therapist? What kinds of clinical issues are best treated by this approach?

Required Reading:

Sharf—Chaps. 8 & 9: “Behavior Therapy” + “Rational Emotive  
Behavior Therapy”

Supplemental Reading:

Chaps. 4 & 5: “Behavior Therapy in Historical Perspective,” & “Behavior Therapy in Practice,” in Comprehensive Textbook.

Dictionary of Pastoral Care and Counseling:

“Behavior Modification and Pastoral Counseling”

“Behavior Therapies (Methods and Research)”

“Behaviorism (Theories and Research)”

### **SEPTEMBER 24: Cognitive, Cognitive-Behavioral Counseling and Psychotherapy**

In this session we will continue the discussion of behavior counseling and (psycho)therapy. However, there is here an addition of another aspect of theory and practice which results in the creation of an approach with a unique methodology and identity. Study questions: What are the origins of the cognitive-behavioral approach to counseling and psychotherapy? In what clinical problems has this approach been found to be most effective? What is the role of the therapist? How does change happen?

Required Reading:

Sharf—Chaps. 10 & 11: “Cognitive Therapy” + “Reality Therapy”

Supplemental Reading:

Chaps. 8 & 9: “Cognitive-Behavioral Therapy in Historical Perspective,” & “Cognitive Therapies in Practice,” in Comprehensive Textbook.

Dictionary of Pastoral Care and Counseling:

“Anxiety”

“Anxiety Disorders”

“Cognitive Psychology and Psychotherapy”

“Cognitive Dissonance Theory”

“Cognitive Disorders”

“Sadness and Depression”

### **October 1: Family Systems Counseling and Psychotherapy**

Our work this week focuses on gaining a basic understanding of family systems perspective on counseling and psychotherapy. We will familiarize ourselves with the basic systemic assumption that all problems in the individual are a manifestation of the dysfunction within the system of which the individual is a part. As you read, consider these questions: What are the fundamentals of family systems therapy? What is the goal of family (psycho)therapy? What is the role of the therapist? What are the concepts used to describe family functioning or dysfunction, and what are the related treatment interventions? What are the assumptions about human behavior? Where is pathology located? What are the curative factors and mechanisms of change? How does change happen?

Required Reading:

Sharf—Chap. 14: “Family Therapy”

Dictionary of Pastoral Care and Counseling:

“Conjoint Marriage and Family Therapy”

“Family, Pastoral Care and Counseling of”



“Family Theory and Therapy”  
“Marriage and Family Therapy”

Supplemental Reading:

Chaps. 12 & 13: “Family Therapy in Historical Perspective,” & “Family Systems Therapy in Practice,” in Comprehensive Textbook.

**OCTOBER 8: Pastoral Counseling and the Care of Souls: Counseling for Spiritually Empowered Wholeness**

**NOTE: Theory Application Paper is due today!**

Today’s work focuses on the distinctiveness and uniqueness of *pastoral* counseling. We will explore what makes counseling *pastoral*, as well as explore the spiritual dimensions of counseling and psychotherapy and how pastoral counseling integrates both the psychological and the theological/spiritual into counseling work. We will use additional insights from Howard Clinebell to guide our discussion. Generally speaking Clinebell defines pastoral counseling as “counseling that seeks to foster spiritually empowered wholeness.”

Required Reading:

Townsend, Loren. Introduction to Pastoral Counseling. Chapters 1-3

Supplemental Reading:

Clinebell, Counseling for Spiritually Empowered Wholeness. Chaps. 1-3.

Dictionary of Pastoral Care and Counseling:

“Pastoral Care (Contemporary Methods, Perspectives, and Issues)”

“Pastoral Counseling”

“Pastoral Psychotherapy”

“Spiritual Direction and Pastoral Care”

Hart. Hidden Spring. Chaps. 1-5

**OCTOBER 13-16: MID-TERM RECESS (NO CLASSES)**

**OCTOBER 22: Pastoral Counseling as Counseling for Spiritually Empowered Wholeness--  
Continued**

Required Reading:

Townsend, Loren. Introduction to Pastoral Counseling. Chapters 4-6

Supplemental Reading:

Bidwell, Duane. Short-Term Spiritual Guidance.

Clinebell, Counseling for Spiritually Empowered Wholeness. Chaps. 4-7

Dictionary of Pastoral Care and Counseling:

“Community, Fellowship, and Care”

“Growth Counseling”

“Growth Groups”  
“Spiritual Discipline and Growth”  
Hart, Hidden Spring. Chaps. 6-10  
Maloney, H.N. and Augsburg, D. Christian Counseling.

**OCTOBER 29: Group Counseling and Psychotherapy**

**NOTE: Your Counseling as a Practice of Ministry OR The Pastoral Nature of Counseling  
Paper is due today!!**

This session will present an overview of the major historical figures who influenced the emergence of group therapy, and then we will discuss the major tenets of this approach to counseling and psychotherapy. Study questions: What are the distinctive marks of group counseling and psychotherapy? What makes this modality different from other theories of counseling and psychotherapy? What is its major concern and frame of reference?

Required Reading:

Chaps. 10 & 11: “Group Psychotherapy in Historical Perspective,” and “Group Therapy in Practice,” in Comprehensive Textbook.

Dictionary of Pastoral Care and Counseling:

“Encounter Groups”  
“Groups Counseling and Psychotherapy”  
“Groups Dynamics, Process, and Research”  
“Growth Groups”  
“Support Groups”  
“Therapeutic Community”

Supplemental Reading: Corey, Gerald. Theory and Practice of Group Therapy.

**NOVEMBER 5: Counseling with Women/Feminist Therapy**

**NOTE: Group Presentations begin today through December 3**

In this session we will explore the challenges that the women’s movement poses to the theories of counseling and psychotherapy we have studied in this class; then we will consider theories that are most likely to be effective in addressing issues raised by some feminist critiques of traditional approaches to counseling and psychotherapy.

Reading:

Sharf—Chap. 13: “Feminist Therapy”

Supplemental Reading:

Chap. 16: “Psychotherapy with Women in Theory and Practice,” in Comprehensive Textbook.

Dictionary of Pastoral Care and Counseling:

See appropriate entries relative to counseling with women.

**NOVEMBER 12: Other Psychotherapies**

Today we will explore other schools of psychotherapy that are different from the main theories discussed earlier in the class. These include: Asian psychotherapies, body psychotherapies, psychodrama, and creative arts therapies.

Required Reading:

Sharf—Chap. 15: “Other Psychotherapies”

Supplemental Reading:

Mijares, Sharon G. Modern Psychology and Ancient Wisdom.

### **NOVEMBER 19: Narrative Therapy/Constructivist and Integrative Approaches**

Required Reading:

Sharf—Chap. 12 & 16 : “Constructivist and Integrative Approaches”

Supplemental Reading:

Gerkin, The Living Human Document. Selected chapters on narrative theory and pastoral counseling

### **NOVEMBER 23 – 27: THANKSGIVING BREAK (NO CLASSES)**

### **DECEMBER 3: Comparison and Critique: An Integrative Discussion**

Required Reading:

Sharf—Chap. 17: “Constructivist and Integrative Approaches” +  
“Comparison and Critique”

No Supplemental Reading for today

### **DECEMBER 10: FINAL EXAMINATION**

#### **RESOURCES FOR FURTHER STUDY**

Adler, Alfred. The Individual Psychology of Alfred Adler (H. & R. Ansbacher, eds.). New York: Basic Books, 1956.

Ahlskog, Gary and Harry Sands, ed. The Guide to Pastoral Counseling and Care. Madison, CT.: Psychosocial Press, 2000.

Ashbrook, James B. Minding the Soul: Pastoral Counseling as Remembering. Minneapolis: Fortress Press, 1996.

Bandura, A. Principles of Behavior Modification. New York: Holt, Rinehart & Winstone, 1969.

Beck, A.T. Cognitive Therapy and the Emotional Disorders. Madison, CT.: International University Press, 1976.

Beck, A.T. et al. Cognitive Therapy of Drug Abuse. New York: Guilford, 1993.

- Bongar, Bruce and Larry E. Beutler, eds. Comprehensive Textbook of Psychotherapy. New York: Oxford University Press, 1995.
- Boyd-Franklin, Nancy. Black Families in Therapy: A Multisystems Approach. New York: Guilford, 1989.
- Browning, Don S. Religious Thought and the Modern Psychologies: A Critical Conversation in the Theology of Culture. Philadelphia: Fortress Press, 1987.
- Buelow, Sidne and George Beulow. Psychotherapy in Chemical Dependence Treatment: A Practical and Integrative Approach. Boston: Brooks/Cole Publishing, 1995.
- Capps, Donald. Living Stories: Pastoral Counseling in Congregational Context. Minneapolis, MN.: Fortress Press, 1998.
- \_\_\_\_\_. Biblical Approaches to Pastoral Counseling. Philadelphia: Westminster Press, 1981.
- \_\_\_\_\_. Pastoral Counseling and Preaching: A Quest for an Integrated Ministry. Philadelphia: Westminster Press, 1980.
- Cashdan, Sheldon. Object Relations Therapy: Using the Relationship. New York: W.W. Norton, 1988.
- Childs, Brian H. Short-Term Pastoral Counseling. Nashville: Abingdon Press, 1990.
- Clinebell, Howard. Basic Types of Pastoral Care and Counseling. Nashville: Abingdon Press, 1984; 2012.
- Clinebell, Howard. Counseling for Spiritually Empowered Wholeness. New York: Haworth Pastoral Press, 1995.
- Corey, Gerald. Theory and Practice of Counseling and Psychotherapy. 5<sup>th</sup> ed. Boston: Brooks/Cole Publishing, 1996.
- Corey, Gerald. Theory and Practice of Group Therapy. Monterey, Calif.: Brooks/Cole Publishing, 1981.
- Corsini, Raymond J. and Danny Wedding. Current Psychotherapies. 8<sup>th</sup> edition. Belmont, CA.: Thomson/Cole.
- Evans, II, F.B. Harry Stack Sullivan: Interpersonal Theory and Psychotherapy. New York: Routledge, 1996.
- Fitchett, George. Assessing Spiritual Needs: A Guide for Caregivers. Minneapolis: Augsburg/Fortress, 1993.
- Freedheim, D.K., ed. History of Psychotherapy: A Century of Change. Washington, DC.: American Psychological Association, 1992.
- Gerkin, Charles. The Living Human Document: Revisioning Pastoral Counseling in a Hermeneutical Mode. Nashville: Abingdon Press, 1984.
- Gilliland, Burl E., Richard K. James, James T. Bowman. Theories and Strategies in Counseling and Psychotherapy. Boston: Allyn and Bacon, 1994.
- Graber, Ann V. Victor Frankl's Logotherapy: Method of Choice in Ecumenical Pastoral Psychology. Lima, Ohio: Wyndham Hall Press, 2004.
- Griffin, William A. Family Therapy: Fundamentals of Theory and Practice. New York: Brunner/Mazel Publishers, 1993.
- Hart, Thomas. Hidden Spring: The Spiritual Dimension of Therapy. 2<sup>nd</sup> ed. Minneapolis: Fortress Press, 2002.
- Ivey, Allen E. (with Lynn Simek-Downing) Counseling and Psychotherapy: Skills, Theories, and Practice. Englewood Cliffs, NJ: Prentice-Hall, 1980.
- Hamilton, Jeffrey D. Gestalt in Pastoral Care and Counseling: A Holistic Approach.

- New York: Haworth Pastoral Press, 1997.
- Hollifield, E. B. A History of Pastoral Care in America: From Salvation to Self-Actualization. Nashville: Abingdon Press, 1983.
- Hunsinger, Deborah van Deusen. Theology and Pastoral Counseling: A New Interdisciplinary Approach. Grand Rapids, MI.: Wm Eerdmans Publishing Company, 1995.
- Jongsma, Jr., Arthur E., and Mark L. Peterson. The Complete Psychotherapy Planner. New York: John Wiley & Sons, 1995.
- McNeil, John T. A History of the Cure of Souls. New York: Harper & Bros., 1951.
- Meier, Scott T., and Susan R. Davis. The Elements of Counseling, 3<sup>rd</sup> ed. New York: Brooks/Cole Publishing, 1997.
- Mijares, Sharon G. Modern Psychology and Ancient Wisdom: Psychological Healing Practices from the World's Religious Traditions. Haworth Pastoral Press, 2003.
- Miller, William and Kathleen Jackson. Practical Psychology for Pastors. Englewood Cliffs, NJ.: Prentice-Hall, 1985/1995.
- Oglesby, Jr., William B. Biblical Themes for Pastoral Care. Nashville: Abingdon Press, 1980.
- Patterson, C.H. and Edward Watkins, Jr. Theories of Counseling and Psychotherapy. 5<sup>th</sup> edition. Addison-Wesley Educ., 1996.
- Propst, Rebecca L. Psychotherapy in a Religious Framework: Spirituality in the Emotional Healing Process. Human Science Press, 1987.
- Pruyser, Paul. The Minister as a Diagnostician. Philadelphia. Westminster Press, 1976.
- Ramsay, Nancy J. Pastoral Diagnosis: A Resource for Ministries of Care and Counseling. Minneapolis: Fortress Press, 2000.
- Rogers, Carl R. Client-Centered Therapy: Its Current Practice, Implications, and Theory. Boston: Houghton Mifflin, 1951.
- \_\_\_\_\_. On Becoming a Person: A Therapist's View of Psychotherapy. Boston: Houghton Mifflin, 1961.
- Sanford, John A. Healing Body and Soul: The Meaning of Illness in the New Testament and in Psychotherapy. Louisville, KY.: Westminster John Knox Press, 1992.
- Scharff, Jill Savege, and David E. Scharff. The Primer of Object Relations Therapy. Borthvale, NJ.: Jason Aronson, 1995.
- Schipani, Daniel. The Way of Wisdom in Pastoral Counseling. Elkhart, IND.: The Institute for Mennonite Studies, 2003.
- Stokes, Allison. Ministry After Freud. New York: Pilgrim Press, 1985.
- Stone, Howard W. Brief Pastoral Counseling: Short-Term Approaches and Strategies. Minneapolis: Fortress Press, 1993.
- Stone, Howard W., and William Clements, eds. Handbook for Basic Types of Pastoral Care and Counseling. Nashville: Abingdon Press, 1991.
- Wicks, Robert et al., eds. Clinical Handbook of Pastoral Counseling. Vol. 1, expanded edition, Mahwah, NJ: Paulist Press, 1993.
- Wimberly, Edward. Using Scripture in Pastoral Counseling. Nashville: Abingdon Press, 1994.

## MTSO POLICIES

**Please see Student Handbook for sections providing policy details on the following:**

**ADA**—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

**Class attendance**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

**Electronic Devices**—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**Human Subjects Research**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**Inclusive Language**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**Incompletes**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**Pass/Fail**—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of “pass” the student must do at least the equivalent of C minus work in the course.

**Plagiarism**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.