Purpose:

What distinguishes psychotherapy from counseling? What disciplines of attention does the practice of psychotherapy require? What are the distinctive characteristics of the pastoral psychotherapist, and what are the general limits of her or his expertise? What shifts of attention and technique are required in therapeutic work with individuals, couples, families, groups and communities? How should the pastor or chaplain’s context of service be reflected in his or her approach to pastoral care and counseling?

The above questions will be considered from the standpoint of psychoanalytic and related theories, family systems theory and analytical (Jungian) psychology. In addition to pragmatic considerations of assessment and technique in the practice of pastoral intervention and psychotherapy, students will be expected to develop their own intersubjective and intraphysic skills of observation. Video tapes and outside speakers will serve to broaden our appreciation of the varieties of psychotherapeutic practice.

In all of the above we will continually return to the question of spirituality. What difference does it make if the therapist considers the soul to be a dynamic factor in human nature? How can concern for the soul and spirit be therapeutically expressed?

This course addresses aspects of the following CACREP content areas for MHC licensure at an introductory level: 3. Helping relationships, 4. Group work, 5. Professional orientation, 6. Contextual dimensions
# P-510 Introduction to Pastoral Psychotherapy

## Required Texts:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basch, M.</td>
<td>Doing Psychotherapy</td>
<td>1980</td>
</tr>
<tr>
<td>Gerkin, C.</td>
<td>The Living Human Document</td>
<td>1984</td>
</tr>
<tr>
<td>Greider, K.</td>
<td>Reckoning with Aggression</td>
<td>1997</td>
</tr>
<tr>
<td>Hendrix, H.</td>
<td>Getting the Love You Want</td>
<td>1988</td>
</tr>
<tr>
<td>Kegan</td>
<td>The Evolving Self</td>
<td>1982</td>
</tr>
<tr>
<td>May, G.</td>
<td>Care of Mind/ Care of Spirit</td>
<td>1982</td>
</tr>
<tr>
<td>Miller, A.</td>
<td>The Drama of the Gifted Child</td>
<td>1081</td>
</tr>
<tr>
<td>Pruysr, P.</td>
<td>The Minister as Diagnosits</td>
<td>1976</td>
</tr>
<tr>
<td>Ulano, A.</td>
<td>Religion and the Unconscious</td>
<td>1975</td>
</tr>
<tr>
<td>Wheelan, S.</td>
<td>Group Processes</td>
<td>1994</td>
</tr>
<tr>
<td>Wimberly</td>
<td>Counseling African American Marriages and Families</td>
<td>1997</td>
</tr>
</tbody>
</table>

Reserve readings as assigned.

## Recommended and reference readings:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brock and Barnard</td>
<td>Procedures in Marriage and Family Therapy</td>
<td>1992</td>
</tr>
<tr>
<td>Clinebell, H.</td>
<td>Understanding and Counseling Persons with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alcohol, Drug and Behavior Addictions</td>
<td></td>
</tr>
<tr>
<td>Hall, Charles</td>
<td>Head and Heart (history of CPE)</td>
<td>1992</td>
</tr>
<tr>
<td>Eigen, M.</td>
<td>The Electrified Tightrope</td>
<td>1993</td>
</tr>
<tr>
<td>Friedman, E.</td>
<td>Generation to Generation</td>
<td>1987</td>
</tr>
<tr>
<td>Jung, C.G.</td>
<td>Memories, Dreams and Refections</td>
<td>1961</td>
</tr>
<tr>
<td>Leehan and Webb</td>
<td>Group Treatment for Adult Survivors of Abuse</td>
<td>1996</td>
</tr>
<tr>
<td>McGoldrick et. al.</td>
<td>Ethnicity and family therapy</td>
<td>1982</td>
</tr>
<tr>
<td>McGoldrick,M.</td>
<td>Genograms in Family Assessment</td>
<td>1985</td>
</tr>
<tr>
<td>Rizzuto, A.</td>
<td>The Birth of the Living God</td>
<td>1979</td>
</tr>
<tr>
<td>Sacks, O.</td>
<td>The Man Who Mistook His Wife…</td>
<td>1987</td>
</tr>
<tr>
<td>Wagner, C.</td>
<td>AAPC in Historical Perspective</td>
<td>n.d.</td>
</tr>
<tr>
<td>Walsh, F.</td>
<td>Normal Family Processes (2nd Ed.)</td>
<td>1993</td>
</tr>
</tbody>
</table>

## Process:

Three 45-50 minute sessions with two 10-15 minute breaks

1) 8:30-9:20: This will normally consist of a lecture by the instructor giving an overview of the focus topics for that week.

2) 9:30-10:15: Small group discussion in which student presentations are given. These groups will remain constant throughout the semester with the instructor and T.A. switching groups in mid-semester.

3) 10:30-11:15: Experiential learning - Video, exercise or presentation by a guest speaker.

(The exact sequence of the above may vary from week to week).
P-510 Introduction to Pastoral Psychotherapy

Requirements and Evaluation:

1) Faithful attendance, attention to readings, participation in class.
   Each student should come to class prepared to discuss the readings and listen receptively to classmate’s views, especially when these may diverge from one’s own. Unexcused absences or more than two absences for the term will reflect negatively on this portion of your evaluation. Evidence of preparation, willingness to express one's views and be curious and attentive in listening to others will reflect positively. (10%)

2) One small group presentation based on required readings
   Each class member will sign up to give a presentation in the course of the semester. This assignment has two components:
   a) Write a 1-2 page précis of the chapter or article, 12 point, double-spaced. First give a faithful, objective, distillation of the reading. Next ask yourself what subjective response this reading may have stirred. Consider what observations and questions you might bring to the group to stimulate discussion. Include 2-3 discussion questions at the end of your précis.
   b) When it is your day to present, bring copies of the written summary to share with your own small group with an extra copy for the leader of the other group. If you must be absent for any reason, it is your responsibility to arrange for another class member to present.
   c) On the day you present, distribute your written summary and give the group time to read it (5-10 minutes). For the next five to ten minutes, offer a subjective response to the reading using your questions to stimulate group discussion. DO NOT read from your written pages but come prepared to speak from notes or extemporaneously.
   Due dates presentation (7.5%), oral presentation (7.5%)

3) Five page reflection paper
   This is an exercise in observed subjectivity in response to Alice Miller’s Drama of the Gifted Child. Please record a memory and/or feeling that was stirred in your reading of this book. How does your own experience confirm or depart from the author’s observations about childhood? You will be evaluated on attention to subjective detail (self-observation) and clarity of expression. (20%)
   Due date one: 2/8 ; Due date two: 2/15.

4) Initial Interview of an individual, couple or family
   Step One: Find an individual, couple or family to interview from within the class or outside the seminary. Unless you interview a class member do not interview someone who is known to you. Plan to alter names and identifying details to protect the confidentiality of the person(s) you interview. Ask your interviewee(s) to be prepared to talk for 60-90 minutes about a topic that is mildly troubling, not overly distressing. For example, a minor altercation with a
Requirements and Evaluation (cont.)

coworker or spouse would be a suitable topic, while flashbacks of childhood abuse would not.

Step two: Tape your interview (video or audio) and/or take notes and then write up a "verbatim" based on the written reconstruction of your dialogue. **Include a genogram with your report.**

*Step three: Share* this write-up with your interviewee(s) and record their response (Did they find the write-up accurate? Did they feel understood? What did they think about the interview in general?)

*Step four: Add* to your report a summary of their response and a self-assessment of your own effectiveness as a listener. **Be clear about the criteria for your self-assessment. Total length: 5-10 pages + genogram.**

*Please note (I repeat): The person(s) you interview should NOT be acquaintances, close friends or members of your own family. (20%)*

**Due date one: 3/8; Due date two: 3/15.**

5) **Five to seven page integration paper presenting your thoughts on the dialogue between spirituality and psychotherapy.**

This can be approached either theoretically, by offering your assessment of theories presented in the course as these contribute to the integration of spirituality and psychotherapy or subjectively, as the material covered in this course has served to further your understanding of your own pilgrimage and sense of vocation. Your paper will be evaluated based on accurate use of theory, relevance of subjective experience and clarity of expression. Please include an APA-style bibliography. **(20%).**

**Due date one: 3/29; Due date two: 4/19.**

6) **Multiple choice and short answer final exam based on sample licensure test questions for:**

1) **NBCC (National Board for Certified Counselors),**
2) **AAPC (American Association of Pastoral Counselors and**
3) **AAMFT (American Association of Marriage and Family Therapists.** (15%)**

**Exam week:**

Please note: All written assignments are to be typewritten, double-spaced, 12 point. Use APA style for references. Final evaluation forms will be distributed at the end of the semester for use in future course planning.
P-510 Introduction to Pastoral Psychotherapy

Course Outline

Meeting One: 1/18 - Course overview
- Introductions
- Review of syllabus, course requirements,
- Overview of theoretical perspectives,
- Genogram exercise
- Pastoral psychotherapy – history and orientation

Part One: Psychotherapy with individuals

Meeting Two: 1/25 - Levels of unconscious knowing
- The significance of unconscious knowing.
- Three models of the unconscious: psychoanalytic,
  Piagetian and Jungian

Required readings:
- Kegan – Ch. 2 and 3
- Miller – Chapter One
- Ulanov – Part One (chapter 1-4)

Presentation readings: Eigen – “The Area of Faith” article (on reserve)
- Eigen - “Afterword” article (on reserve)

Meeting Three: 2/1 - Dream work and individuation
- Self-analysis and vocation: depth psychology and spirituality

Readings:
- Ulanov – Ch. 5 & 6
- Miller – Chapter Two & Three

Presentation readings: Ulanov – Ch. 9 or 10
- Eigen chapter from The Psychoanalytic Mystic

Meeting Four: 2/8 – The initial interview and beginning stage of treatment:
- What to look for, initial contract, forming an alliance
- The MMPI and other assessment instruments
- Assessment referrals

Readings:
- Pruysr - Chapters 1-5 (80pp)
- Basch - Chapters 1-3 (34pp)
- May – Chapter 7 and 8

Presentation readings: Eigen – “Guntrip’s analysis with Winnicott”
- Gerkin – chapter 2 (Biosen)

Reflection paper: due date #1
Meeting Five: 2/15 – The middle stage of treatment:
Transference and countertransference, resistance, acting out
The intersubjective balance between theory, history, free
association and "evenly hovering attention"
Repetition compulsion and working through
Ego-supportive vs. insight oriented treatment

Readings: Basch - Chapters 4-6, 9, 13
Presentation readings:
Eigen – “Demonized aspects of the self”
Gerkin – ch. 4 or 7

Reflection paper: due date #2

Meeting six: 2/22 - Termination and referral
Working with addictions, abuse survivors, phobias, organic
disorders, cooperating with colleagues in other disciplines.
How and when to say good-bye

Readings: Pruyser - Chapters 6-10 (54pp)
Clinebell - Chapters 1, 2, 12, 13
May – Chapter 8 - Referral
Presentation readings: Sacks article – on reserve
Clinebell – ch. 7

Meeting seven: 3/1 – Play therapy: working with the unconscious through image, ritual
and symbol. Assessment techniques for use with children.

Readings: Jung – Memories, Dreams and Reflections, ch. 1-3
Rizutto – Ch. 4 and 9
Presentation readings: TBA - assessment methods for children
Rizutto – ch. 6-8 – choose one

Meeting eight: 3/8 – Spiritual Direction: attention to God and the soul

Readings: May – Ch. 1-6, 9
Ulanov – Ch. 11 & 12
Presentation readings: Gerkin – ch. 3 or 5

Interview: Due date # 1
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Part Two: Psychotherapy with couples and families

Meeting nine: 3/15 – Couples work: Premarital counseling, crisis intervention,
Research on normal family processes.
Readings: Friedman, Chapters 3 and 4
Wimberly, ch 1-4
Presentation readings: Walsh, Chapters 2 or 3

Interview: Due date # 2

Meeting ten: 3/22 – Couples work in psychotherapy
The initial contract
developmental issues and projective identification
Readings: Hendrix, Getting the Love You Want, parts one and two
Presentation readings: Hendrix, part 3 and TBA

Meeting eleven: 3/29 – Working with families in psychotherapy
Readings: Friedman, Generation to Generation, chapters 1,2, 5, 6
Brock and Barnard, Chapters 2 and 4
Wimberly, ch. 5-9
McGoldrick et. al., Chapter TBA (ethnicity exercise)
Presentation readings: TBA

Integrative paper: Due Date #1

4/2-6 Reading week

4/9-13 Easter Recess

Part Three: Psychotherapy with groups

Meeting twelve: 4/19 – Group treatment, time limited and open-ended
Readings: Greider – Ch. 1-3
Wheelan, - Ch. 1-7 (120 pp.)
Presentation readings: Leehan and Webb chapter (on reserve)

Integrative paper: Due Date #2

Meeting thirteen: 4/26 – Working with institutions as groups
Discussion of papers, evaluations of course and endings.
Readings: Greider – Ch. 4 & 5
Wheelen – Ch. 8,9,12
Presentation readings: Friedman, Chapters 7-9 (pick one)
Ulanov – Ch. 7 or 8

Exam week: 5/3 – 2 hour multiple choice and short answer exam

Have a great summer!