P-510 - Introduction to Pastoral Psychotherapy
Christian Theological Seminary
Spring 2008
Wednesdays 2:15-5pm

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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’s, chaplain’s, pastoral psychotherapist’s or marriage and
family therapist’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/or 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

The final exam will contain sample questions from the following national licensure and
certification exams: NBCC (National Board for Certified Counselors), AAPC (American
Association of Pastoral Counselors) and AAMFT (American Association for Marriage and
Family Therapy)
P-510 - Introduction to Pastoral Psychotherapy

Required Texts: (please purchase from CTS bookstore)


Patterson, Williams, et. al. (1998) *Essential Skills in Family Therapy*


Reserve readings (currently on 3 hour library reserve):

Brock & Barnard (1992). *Procedures in marriage and family therapy*


Recommended and reference readings (to be placed on reserve as needed):


Axline, V. (1947/1969). *Play therapy*


McGoldrick et. al. (1982). *Ethnicity and family therapy.*
P-510 - Introduction to Pastoral Psychotherapy

Papp, Ed. (2000). *Couples on the fault line: New directions for therapists*

**Process: Three 45-50 minute sessions with two 10-15 minute breaks**

1) 2:15-3:05 - This will normally consist of a lecture by the instructor providing an overview of the focus topics for that week.
2) 3:15-4:00 - 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) 4:10-5 - Experiential learning - Video, exercise or presentation by a guest speaker. (The exact sequence of the above may vary from week to week).

**Requirements and Evaluation:**

1) *Faithful attendance, attention to readings, participation in class.*

   Come to class prepared to discuss the readings and listen receptively to your classmates’ views, especially when these may diverge from your 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*

   Each class member will sign up to give a presentation in the course of the semester. You will need to choose a chapter length reading (about 20 pages) from the recommended reading list for that day OR supply a reading related to the theme for the day *no later than* one week before your presentation date, in consultation with the instructor.

   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, along with definitions of any unfamiliar terms.*
P-510 - Introduction to Pastoral Psychotherapy

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.**

Written presentation (7.5%), oral presentation (7.5%) = 15%

**Due dates to be arranged at first meeting**

3) **Paper 1: Five page reflection paper**

   This is an exercise in observed subjectivity in response to Alice Miller’s *The untouched key*. 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: 2/6; Due date two: 2/13.**

4) **Paper 2:** If you are currently in practicum, seeing clients, follow option B. All others, follow option A.

   **Option A: 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 50 minutes about a topic that is mildly troubling, not overly distressing. For example, a minor altercation with a co-worker or spouse would be a suitable topic, while flashbacks of childhood abuse would not. Choose a neutral setting free of interruptions, preferably a classroom or quiet public space, not their home or yours.

   **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.** (If you interview a classmate you can record your interview at the counseling center. Any student in practicum can show you how to reserve a room, record and play back your session. Avoid 3-8pm, Monday through Thursday).

   **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%)
P-510 - Introduction to Pastoral Psychotherapy

Option B: Analysis of a session

**Step one:** In consultation with your supervisor, choose a current case that is both stable and challenging. Once you’ve chosen the case, be sure to save all sessions.

**Step two:** Choose a 20 minute segment of a session to review. Ideally this will be part session in which you learned something important about the client but may also have failed to respond to them as you would have hoped. 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 supervisor and record your supervisor’s response. If appropriate, consider revisiting this session material with your client(s). If you do, record his/her/their response.

**Step four:** Add to your report a summary of your supervisors and clients’ response and a self-assessment of your own effectiveness as a therapist. **Be clear about the criteria for your self-assessment including especially attention to transference and counter-transference issues.** Total length: 5-10 pages + genogram.

**Please identify the number of the session, the phase of treatment, the general course of treatment to date, whether beginning, middle or end, the primary presenting issue(s) and diagnoses and whether this is an insight oriented or ego supportive case.**

Due date one: 3/12; Due date two: 3/26.

5) **Paper 3:** 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 life story 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: 4/16; Due date two: 4/23

6) **Exam:** Multiple choice and short answer final based on sample licensure test questions for: 1) NBCC (National Board of Certified Counselors), 2) AAPC (American Association of Pastoral Counselors) and 3) AAMFT (American Association of Marriage and Family Therapists).

(15%) Exam week: 5/7

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: 1/23 - Course overview
  Introductions
  Syllabus, course requirements,
  Overview of theoretical perspectives
  Pastoral psychotherapy – history and orientation
  Genogram exercise

Part One: Psychotherapy with individuals

Meeting Two: 1/30 - Levels of unconscious knowing
The significance of unconscious knowing.
Two models of the unconscious: psychoanalytic, and Jungian

Required readings:  Miller – Entire book (170 pages)
                   Luepnitz – chapter 5 – the sin eater

Suggested presentation readings:
  Lear, Introduction – chapter 3
  Gerkin – chapter 2 (Biosen)
  Any chapter from Wagner (AAPC history
  Any chapter from Hall (CPE history)
  Ulanov, A.& B. – Part One (chapter 1-4)
  Armistead, K. – Ch. 1
  (Eigen –“ The Area of Faith in Winnicott, Lacan and Bion” article)

Meeting Three: 2/6 - Dream work and individuation
Self-analysis and vocation: depth psychology and spirituality

Required readings:  Leupnitz, Introduction and ch.4 – Darwinian Finch
                    Cooper-White, Introduction and chapter one
                    Ulanov, chapters 2-4

Suggested presentation readings:
  Lear, Introduction – chapter 3
  Ulanov, A & B – Ch. 5 & 6
  Cooper-White – Shared Wisdom
  LaMothe – Ch. 1-3

Reflection paper 1: due date #1

Meeting Four: 2/13 – 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

Required Readings:  Bender and Messner, Part One (101 pp.)
                    Leupnitz, chapter 3 – Don Juan
                    Cooper-White, chapter 4
                    Ulanov, Chapter 1
P-510 - Introduction to Pastoral Psychotherapy

Suggested presentation readings:
Pruyser - Chapters 1-5
Basch - Chapters 1 & 2
LaMothe – Ch. 4-6
Eigen – “Guntrip’s analysis with Winnicott”- article

Paper 1: due date #2

Reading week – no class 2/20

Meeting Five: 2/27 – 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: Cooper-White, chapters 3 and 5
Bender and Messner, Part II
Ulanov, chapter 5

Suggested presentation readings:
Basch - Chapters 4-6
Cooper-White – Shared Wisdom
Kegan – Part One
Eigen – “Demonized aspects of the self”
Gerkin – ch. 4 or 7

Meeting six: 3/5 - 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: Bender and Messner, Part III and IV
Cooper-White, chapter 6

Suggested presentation readings:
Pruyser - Chapters 6-10 (54pp)
Leehan and Webb, Ch. 1
May – Chapters 6-8
Sacks chapter (re: organic disorders)
Clinebell - Chapters 1, 2, 7, 12, 13 (re: addictions)

10th Spirituality and Psychotherapy lecture: What is radical hope?  Jonathan Lear : Friday 3/7, 7-9pm & Saturday 3/8, 9-3
**P-510 - Introduction to Pastoral Psychotherapy**

**Meeting seven: 3/12 – Play therapy:** working with the unconscious through image, ritual and symbol. Assessment techniques for use with children.

**Readings:**  
Luepnitz, chapter 2 – Christmas in July  
Patterson et. al. – Chapter 7  
Gil, chapters 1-3 on reserve – 82 pages (Blackboard)

**Suggested presentation readings:**  
Kegan, Part Two  
Gil, any clinical example chapter  
Axline, any chapter  
Assessment methods for children  
Rizutto – ch. 6-8 – choose one

**Paper 2, Interview or session analysis - due date #1**  

3/17-21 - Easter Recess (no class 3/19)

**Meeting eight: 3/26 – Spiritual Direction:** attention to God and the soul

**Readings:**  
Cooper-White, chapter 2  
Ulanov, chapters 6-9

**Suggested presentation readings:**  
May – Ch. 1-5, 9  
Ulanov, A & B – Ch. 11 & 12  
Gerkin – ch. 3 or 5

**Paper 2, Interview or session analysis - due date #2**  
**Part Two: Psychotherapy with couples and families**

**Meeting nine: 4/2 – Couples work:** Premarital counseling, crisis intervention, Research on normal family processes.

**Readings:**  
Patterson et. al. chapters 1-6

**Suggested presentation readings:**  
Basch, Ch. 7-10  
Brock and Bernard, Ch. 2 & 4  
Walsh, Chapters 2 or 3  
Friedman, Chapters 3 and 4  
Wimberly, ch 1-4
P-510 - Introduction to Pastoral Psychotherapy

Meeting ten: 4/9 – Couples work in psychotherapy
The initial contract
Attachment issues and projective identification

Readings: Hendrix, Getting the Love You Want, Parts One and Two
Patterson et. al. – Chapter 8

Suggested presentation readings:
Papp, Ed.
Brock and Bernard, Ch.5
Hendrix, part 3 and TBA

Meeting eleven: 4/16 – Working with families in psychotherapy

Readings: Patterson et. al. – Chapters 9-12

Suggested presentation readings:
Hanna and Brown
Brock and Barnard, Chapter 7
Friedman, Generation to Generation, chapters 1,2, 5, 6
Wimberly, ch. 5-9
McGoldrick et. al., Chapter TBA (ethnicity exercise)

Paper 3 – Integration paper: Due date # 1

Part Three: Psychotherapy with groups

Meeting twelve: 4/23 – Group treatment, time limited and open-ended
Readings: Leehan and Webb – Ch. 2-4 (on reserve and Blackboard)

Suggested presentation readings:
Greider – Ch. 1-3
Wheelan, - Ch. 1-7

Paper 3 – Integration paper: Due Date #2
Meeting thirteen: 4/30 – Working with institutions as groups
Discussion of papers, evaluations of course and endings.

Readings: Leehan and Webb – Ch. 5,6 (on reserve and Blackboard)

Suggested presentation readings:
Friedman, Chapters 7-9 (pick one)
Ulanov – Ch. 7 or 8 Greider – Ch. 4 & 5
Wheelan – Ch. 8,9,12

Exam week: 5/7 – 2 hour multiple choice and short answer exam
Followed by end of course celebration.

Have a great summer!