Catalog Course Description
Principles of therapy with individuals, couples, families, groups and larger systems; assessment and evaluation instruments; basic helping skills; dynamics and history of spiritually integrated psychotherapy; administration and management of mental health services in private and public contexts.

Purpose of the Course
The purpose of this class is to help students develop an understanding of the core practices of psychotherapy and of the spiritual concerns clients may bring to it. Students will learn the basic skills, parameters, and interpretive tools of psychotherapy as a form of mental health counseling situated within the larger context of a network of mental health care services. We will focus on areas such as: listening skills; boundary issues; transference/countertransference; developing treatment goals; the therapist/client relationship; theories of change; attention to cultural, existential and spiritual concerns; making appropriate referrals; the history of mental health counseling and psychotherapy; administering and managing mental health services in private and public contexts; the theological and spiritual frames of psychotherapy; and ways to understand the flow of treatment as it unfolds in one’s work with clients. While the course will refer to a variety of theoretical approaches, incl. cognitive-behavioral and humanistic ones, the primary theoretical lens will be up-to-date psychodynamic and psychoanalytic theory. Of course, there is no substitute for being a client oneself working with a gifted clinician as a means of learning the practices of psychotherapy!

Licensure and Accreditation Standards
This course addresses aspects of the following CACREP content areas for MHC licensure at an introductory level:

3. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes.
   a. counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;
   b. basic interviewing, assessment, and counseling skills;
   c. counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
   d. client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances; and
e. ethical considerations.

8. PROFESSIONAL ORIENTATION - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
   a. history of the helping professions including significant factors and events;
   b. professional roles and functions including similarities and differences with other types of professionals;
c. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
d. ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work);
e. professional preparation standards, their evolution, and current applications;
f. professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; and
g. public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

10. CONTEXTUAL DIMENSIONS: MENTAL HEALTH COUNSELING - Studies in this area include, but are not limited to, the following:
a. assumptions and roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems;
b. theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems;
c. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and
d. theoretical and applied approaches to administration, finance and budgeting; management of mental health services and programs in the public and private sectors; principles and practices for establishing and maintaining both solo and group private practice; and concepts and procedures for determining accountability and cost containment.

This course addresses aspects of the following AAMFT Core Competencies (2004):
1) Admission to Treatment – All interactions between clients and therapist up to the point when a therapeutic contract is established.
2) Clinical Assessment and Diagnosis – Activities focused on the identification of the issues to be addressed in therapy.
3) Treatment Planning and Case Management – All activities focused on directing the course of therapy and extra-therapeutic activities.
4) Therapeutic Interventions – All activities designed to ameliorate the clinical issues identified.

Class Structure
We will begin each class session with a 15-20 minute small group discussion of the readings (except on days of guest lectures by experts in certain areas), followed by a conversation with the instructor and the entire class about the readings. Other modalities will include lectures, illustrations through case material, use of media, role plays, practice exercises, etc. Note: It is important that students carefully read the assigned readings. While lectures will highlight some important points in the readings, the student assessments outlined in the next section will assume that students are familiar with many other key points through their study of the readings.

Course Requirements
1. Class attendance is required. Please be punctual. In case an absence from a class period is unavoidable due to illness, contact the instructor by e-mail prior to class. In case the absence is due to an emergency, contact the instructor within 24 hours of the absence. Unexcused absences (incl. partial ones) will reduce the final grade. According to Seminary policy, no credit will be given if more than three class sessions are missed.
2. Thoughtful and constructive participation in class discussion (10 % of final grade) reflective of the required reading assignments and in response to the content and the process of the
class. Show that you are present as a whole person, just as you need to be when engaging in psychotherapeutic work! Participation will include individual and group work.

3. Practice Exercises (15 %): The purpose of the Practice Exercises (PE) is to provide a context for students to practice the arts and disciplines of basic helping skills that are building blocks found in various forms of counseling and psychotherapy. Each PE will be composed of two students from the class, a *therapist*-student and a *patient*-student. The instructor will provide the practice team with a clinical vignette of a case which the team will role play. The information provided in that vignette will be considered as if it was the information exchanged in the initial phone call to set up the session.

We will use concepts from the readings as well as Clara Hill’s “Helping Skills System” (Webform E) to practice, learn, and identify basic skills of psychotherapy. We will proceed as follows:

Every week a practice team will role-play a clinical vignette for about 15-20 minutes, with one student being the ‘therapist’ and the other student playing the ‘patient’. The ‘therapist’-student and the ‘patient’-student should focus the issue presented in the ‘session’ primarily in view of the particular class topic of that day. The instructor may provide some feedback during the PE. Other class members and the instructor will observe and take note of skills used, transference-countertransference dynamics, the emotional quality of the interactions, and symbolic communications.

After each role play, the practice team and their peers will engage in a 20-30 minute discussion of the role play, which the instructor will facilitate. The goal of the discussion is to become aware of the multilayered nature of the clinical process, incl. biopsychosocial, cultural, and spiritual dynamics, to provide constructive feedback, and to relate the material and the experience in the role play to one’s own growth as a student of counseling. Feedback should be constructive yet honest. Peers should avoid a ‘teaching’ role and instead give feedback about how the conversation affected them.

Grading: For each PE, a ‘therapist’-student will receive 10 % of the grade and a ‘patient’-student will receive 5 % of the grade for the course. The ‘therapist’-student will be graded on relevant use of skills, ability to illustrate material from the day’s reading, attending to transference-countertransference dynamics, attention to symbolic communications, and ability to reflect constructively on PE with the class. The ‘patient’-student will be graded on playing and empathizing with the role in the vignette.

Take special note: all conversations within the PE context are confidential and must be treated as such, since participants will inevitably shape them to some degree with their own personal flavor and background. No conversation within the PE context may be discussed with anyone outside of class except the course instructor. Any violation of confidentiality will result in grade reduction or expulsion from the class.

Students will sign up for the PE in advance on the first day of class.

4. 1 reflection paper (25 %), 9-10 pages (12-15 for D.Min. students) long (type-written, double-spaced, 1 inch margins, 12 point, in .doc, docx or .rtf format), due as electronic attachment to the instructor’s email listed above by the end of day on Mar. 6. Include a title to the paper that captures your thesis, your name, mail box #, course name. Note: Neither a cover page nor a separate bibliography page count toward the 9-10 pages! Make ample page # references to the reading material from class as it informs your paper.
Focus of the paper: reflect on the **countertransference** issue that you think may be most challenging for you in your work as a future therapist with patients. In light of class material, indicate in which of the commonly used ways you refer to “countertransference.” Create a brief (not more than 1 page, double spaced) exchange between a hypothetical patient and yourself as the psychotherapist that would illustrate your countertransference. Use class readings and material to date to show how you would assess, understand and use your countertransference in your work. Pay particular attention to the affective, cultural and spiritual aspects that shape your experience of this countertransference and reflect on how you conceptualize them.

5. **1 online quiz (20 %)**. The quiz will be due at noon (11:59 am) on Monday, **Apr. 8**, and cover all material covered to that date in class. The quiz will consist of 20 questions, drawn randomly from a pool of questions. It will be available at the course page online after 12 noon on Friday, **Apr. 5**. The goal of the quiz is twofold: to provide opportunity to practice material and to assess student learning. FOR TECHNICAL HELP with access to the online quizzes, PLEASE CONTACT IT AT CTS ([helpdesk@cts.edu](mailto:helpdesk@cts.edu) or 317-931-2385).

6. **Final Exam on May 8 (30 %)**: in-class multiple choice and essay exam, incl. a simulation of a NCMHCE-licensure-exam-style case analysis, assessing grasp of key concepts, skills and techniques of mental health counseling and of spiritually integrated psychotherapy covered in the course.

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**Grading Rubric**

Grades will be determined by the number of points accumulated out of a total of 100 possible points.

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<th>Grade</th>
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Class Schedule

The Context of Mental Health Care and the Beginning of Treatment

Week 1  Jan. 23 Introduction and Overview: Basic Skills; Symbolic Thinking; Transference/Countertransference; Spirituality


Week 2  Jan. 30 The Role of the Psychotherapist; basic goals of psychotherapy; the initial/intake interview (pt. 1); “spiritually integrated”?

Readings: McWilliams: Introduction + Ch. 1-2 “The Relationship between Case Formulation and Psychotherapy” “Orientation to Interviewing”
Seligman: Ch. 1 “The Evolving Role of the Counselor”
Pargament: Ch. 1 “A Rationale for a Spiritually Integrated Psychotherapy”
Recommended Readings: Cooper-White, Shared Wisdom: Ch. 1 “Countertransference: A History of the Concept”

Week 3  Feb. 6 The Broader Context of Mental Health Counseling; Referral; Community Mental Health Counseling; Mental Health Agencies

Guest Lecture: Dean Babcock & Jeff Catlett, Midtown Community Mental Health Center

Readings: Seligman: Ch. 2+11 “Opportunities for the Mental Health Counselor”
“Documentation, Report Writing, and Record Keeping in Counseling”
McWilliams: Chs. 3 “Assessing What Cannot be Changed”

Assessment & Treatment Planning

Week 4  Feb. 13 The initial/intake interview (pt. 2): Diagnosis, Assessment, and Treatment Planning

Readings: Seligman: Chs. 3-5 “Diagnostic Systems and their use” “The Use of Assessment in Diagnosis and Treatment Planning,” “Intake Interviews and Their Role in Diagnosis and Treatment Planning”

Week 5  Feb. 20 Treatment Planning; Theories of Individual Psychotherapy; Assessment & Treatment of Developmental Issues and Defense; Trauma

Readings: McWilliams: Chs. 4-5 “Assessing Developmental Issues,” “Assessing Defense”
Seligman: Ch. 6 “The Nature and Importance of Treatment Planning,”
Recommended: Schore: Advances in Neuropsychoanalysis, Attachment Theory, and Trauma Research: Implications for Self Psychology

Week 6  Mar. 6 Assessment & Treatment of Affects

Reflection Paper Due
and Identifications

**Readings:**
- McWilliams: Chs. 6-7 “Assessing Affects,” “Assessing Identifications”
- Seligman: Ch. 7 “Theories and Strategies of Individual Counseling”

**Week 7**

Mar. 13 Assessment & Treatment of Relational Patterns and Self-Esteem; Psychodynamic Psychotherapy with Couples, Families, and Groups

**Guest Lecture: TBA**

**Readings:**
- McWilliams: Chs. 8-9 “Assessing Relational Patterns,” “Assessing Self-Esteem”
- Seligman: Ch. 8 “Diagnosis and Treatment Planning for Families”

**Week 8**

Mar. 20 Assessment & Treatment Implications of Culture

**Readings:**
- Sue et.al.: Multicultural Counseling Competencies and Standards
- Thompson: The African-American Patient in Psychodynamic Treatment
- Yi: Transference and Race: an intersubjective conceptualization

**Recommended:**
- Javier: Psychodynamic treatment with the urban poor.
- Lijtmaer: Black, White, Hispanic and both: issues in biracial identity and its effects in the transference-countertransference.
- Mishne: Referral, assessment, and diagnosis.
- Moodley & Palmer: Race, culture and other multiple constructions: an absent presence in psychotherapy.
- Cheng et al: Splitting and Projective Identification in Multicultural Group Counseling

**Week 9**

Apr. 3 Cognitive-Behavioral Therapy in the Context of Mental Health Counseling

**Guest Lecture: TBA**

**Readings:**
- Beck & Weishaar: Cognitive Therapy.
- Beck: Cognitive Therapy: An Interview with a Depressed and Suicidal Patient.

**Week 10**

Apr. 10 Assessing & Treating Pathogenic Beliefs in a Relational Paradigm

**Readings:**
- McWilliams: Ch. 10 “Assessing Pathogenic Beliefs”
  (Re-Read:)  Pargament: Ch. 1 “A Rationale for a Spiritually Integrated Psychotherapy”

**Integrating Spirituality into Psychotherapy**

**Week 11**

Apr. 17 Fear, Stress, Coping, and Spirituality

**Readings:**
- Pargament: Chs. 2-6 “Spirituality: The Sacred Domain,” “Discovering the Sacred,” “Holding On to the Sacred” “In Times of Stress: Spiritual Coping to Conserve the Sacred,” “In Times of Stress: Spiritual Coping to Transform the Sacred”
Week 12  Apr. 24  Assessing Spirituality & Treatment Implications  
Readings:  
Beier: On Being Wanted to Exist  
Pargament: Chs. 7-12 “Problems of Spiritual Destinations,” “Problems of Spiritual Pathways” “An Orientation to Spiritually Integrated Psychotherapy,” “Initial and Implicit Spiritual Assessment,” “Explicit Spiritual Assessment,” “Drawing on Spiritual Strivings, Knowledge, and Experience”

Week 13  May 1  Spiritually Integrated Psychotherapy  

Week 14  May 8  FINAL EXAM

Reading List
Required books are available for purchase at the CTS bookstore and are on library reserve. Book chapters and articles are posted on the course web page on InsideCTS in the section Course Documents and placed on library reserve.

Required Readings:
Books

Book Chapters; Articles:


Recommended Readings:

Books
Association for Advanced Training in the Behavioral Sciences. (2011). AATBS National Clinical Mental Health Counselor Examination 2011 Study Volumes (NCMHE). Available at amazon.com from AATBS for $150. (NB: AATBS sells these volumes also from their website aatbs.com, but only as part of an exam preparation package totaling $289.00).


Patterson, Williams, et. al. (2009). Essential skills in family therapy: from the first interview to termination. Guilford Press, 2nd ed. ISBN: 160623305X.


Book Chapters; Articles:


Journal Resources for Spiritually Integrated Psychotherapy

- American Journal of Pastoral Counseling
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- Journal of Pastoral Counseling
- Journal of Religion and Health
- Pastoral Care and Counseling
- Pastoral Psychology
- Pastoral Sciences