School of Theology and Ministry
Seattle University

STMC 558: Pastoral Counseling Practicum IV
Fall Quarter, 2007

Course Information & Schedule

STMC 558: The Practice of Marriage and Family Therapy
3 Credits
Wednesdays, 1.30-5.30pm
Location: HUNT 160

Instructor's Information

Karen Quek, PhD
Office Hours: By appointment ONLY
Phone & E-mail: quekk@seattleu.edu ; (206) 296-5330 or (206) 281 2251

Required Texts

Gehart, D. & Tuttle, A. (2003). *Theory-based Treatment Planning for Marriage & Family Therapists.* Brooks/Cole Thomson Learning: CA

Golden, L. (2004). *Case Studies in Marriage & Family Therapy.* Pearson Hall: NJ

Course Description

This course represents the fourth of six quarters of Pastoral Counseling/Mental Health practicum. The fourth quarter will focus on the continuing integration of theory and practice, with a special emphasis on marriage and family therapy. Biopsychosocial-spiritual dimensions will also be addressed.

Course Goals

As integrated clinicians and professionals, students will:

1. Develop a systemic theoretical orientation to working with clinical cases;
2. Refine basic hypothesizing, goal setting, and treatment planning skills necessary for clinical work;
3. Reflect and refine theologically one's personal philosophy and the application of this to clinical work;

Course Requirements

1. Class Attendance & Participation (50 points): Participation in class exercises and discussions are an essential part of your growth and development both personally and professionally. Active participation is a requirement in this class and defined in the following manner: Voluntary speaking and contributing to class discussion throughout the course. Active participation includes an open and honest response to what is being discussed during the course of the quarter. Be willing to give of yourself and take risks. If you miss class, an alternative assignment may be given depending on the day missed. You are responsible for speaking to the instructor upon your return to determine if a

make-up assignment is due. Only one class absence will be excused if a valid reason is given.

2 Skills Training in Clinical Practicum Groups

Informal Presentation: This will include discussion of problems (focus of treatment), hypotheses, goals and plans for treatment through the lens of student's chosen theory (individual or systemic theory). They must also include at least one video clip.

Formal Presentation (50 points = 25 for Oral & 25 for Written): The case summary will be presented in the 10 minute format required for case presentations (see Comprehensive Pastoral-Clinical Assessment in Student Manual). Also include a one-page summary of problem, hypotheses, goals, & plans written according to the following outline:

I. PROBLEM (the focus of treatment)

A. HYPOTHESIS DIRECTLY RELATED TO PROBLEM (i.e. problem and its effects on functioning)

A. l. GOAL (one or more) **DIRECTLY FLOWING FROM HYPOTHESIS** (must be measurable)

A. l. a. PLAN (one or more) **DIRECTLY FLOWING FROM GOAL** (must be behavioral)

These will be written through the systemic lens. **2 video clips** from a case will be chosen to reflect student's development. These should be discussed through the lens of systemic theoretical perspective. Student will allow time for feedback and discussion of the presentation.

3. Personal & Professional Clinical Reflection (50 points)

Select and write 1-2 personal goals for your clinical skill development for this quarter (Written and discussed during your formal case presentation). Be sure to include one that has to do with spiritual, cultural or gender issues in your clinical development.

Written and oral reflection will be provided by the student on his/her growth during the Formal Case Presentation. A 3-page written reflection is due on the week of your presentation. Reflect on your progress during your oral-formal case presentation.

Course Goals & Assessment	Case/Self Reflection Paper	Informal/ Formal Presentation	Participation	Reading
Develop a systemic theoretical orientation to working with clinical cases;	**X**	**X**	**X**	**X**
Refine basic hypothesizing, goal setting, and treatment planning skills necessary for clinical work;	**X**	X	**X**	**X**
Reflect and refine theologically one's personal philosophy and the application of this to clinical work	**X**	**X**	**X**	

Course Grading Criteria:

1. Grading Policy:

Attendance & Participation	50 pts
Formal Presentation	50 pts
Clinical Reflection	50 pts
Reading	50 pts
Total	200 pts

2. Grading Scale:

A	=	200-190	B-	=	165-160
A-	=	189-180	C+	=	159-154
B+	=	179-174	C	=	below 153
B	=	173-166			

Final Grade for the course will include evaluations of internship from on-site clinical supervisor & practicum supervisor.

Class Schedule:

Date	Topic/ Reading	Reading Assignment
September 26	Introduction; Goal-setting;	Gehart: Chapter 1
October 3	Structural FT; Informal	Gehart: Chap 2; Golden: 8
October 10	Strategic FT; Informal	Gehart: Chap 3; Golden: 11
October 17	Satir FT: Informal	Gehart: Chap 6; Golden: 17
October 24	MRI Approach; Informal	Gehart: Chap 5; Golden 14
October 31	Formal	
November 7	Intergenerational FT: Formal	Gehart: Chap 8; Golden 16
November 14	Solution-Focused T; Formal	Gehart: Chap 10; Golden 7
November 21	Thanksgiving Holiday	No Class
November 28	Narrative Therapy; Formal	Gehart: Chap 11; Golden 19
December 5	Evaluation/ Self-Reflection	

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Print Name: _____ Date: _____

Please self-assess the amount of reading you did for this class by placing a ✓ in the appropriate space.

Outstanding:	_____	10 pts.	(I can't believe I read the whole thing!!!)
Excellent:	_____	9 pts.	(I read at least 90% of required reading)
Very Good:	_____	8 pts.	(I read at least 80% of required reading)
Good:	_____	7 pts.	(I read at least 70% of required reading)
Fair:	_____	6 pts.	(I read at least 60% of required reading)
Okay	_____	5 pts.	(I read at least 50% of required reading)
Well, You Know:	_____	4 pts.	(I skimmed through most of the reading)
Honestly:	_____	2 pts.	(I haven't had a chance to read a thing but I did buy the books.
Too much to do:	_____	0pts.	(Oh, was there assigned reading?)

_____ _____

Signature of Honesty Date

Self-assess your participation in class by filling in the number of points you think you've earned.

Attendance & Class Participation Points:

Outstanding:	_____	9-10	(I gave it my all when I participated)
Very Good:	_____	7-8	(I gave of myself somewhat when I participated)
Good:	_____	5-6	(I gave of myself a little more than I was comfortable with)
I tried:	_____	3-4	(I did give of myself, it just wasn't very often)
Well, you know	_____	1-2	(I did not participate in class discussions *but I wanted to*)
You're not fair!	_____	0	(I did not participate in class discussion and don't think I should have had to)

☐ *Check here if you have missed classes and prearranged with the instructor to do an alternative assignment.*

_____

Signature of Honesty

(***Turn This Form in by 5.30 pm on Wednesday, Nov 28, 2007)***

Standards for Evaluating Papers

Criteria		Grade/Comments
1. Clarity	Communicating ideas clearly; knowing how to use the basic conventions of the English Language	
2. Accuracy	Being true to the texts and to the historical record	
3. Completeness	Not leaving anything important out	
4. Economy	Using language efficiently: avoiding repetitions, redundancies, etc.	
5. Balance	General and specific, abstract and concrete, thematic and illustrative	
6. Authenticity	Being true to yourself and to your reader	
7. Insight	Exploring deep connections, raising questions, probing “so what?” issues	