School of Theology and Ministry Seattle University 901 12th Avenue, PO Box 222000 Seattle, WA 98122-1090

Winter Quarter 2014

COURSE INFORMATION

STMC560: Clinical Integration II

Mondays, 1:30am-4:20am Classroom: HUNT 160 **INSTRUCTOR**

Rev. Clinton McNair Office: HUNT 220

Office Hours: By appointment

Contact: Kristin; hovaguik@seattleu.edu

Office Phone: 206-296-2592

Course Description & Goals

 Official course number and description as listed in the Seattle University Catalog available here: http://catalog.seattleu.edu/content.php?catoid-18&navoid-1314.

- The practicum provides basic experience and training in individual mental health counseling, and marriage and family counseling. Students carry a caseload of 14-18 clinical hours per week as they advance through the six quarters of training. Intense individual and group supervisory experiences in counseling services are an integral part of the course. Also includes didactic seminars on specific clinical and theological topics related to professional and career development, referral networks, marketing, practice development, and options. Prerequisite: STMC 559. Majors only.
- Learning Outcomes: MARPT
 - --Develop an identity of a relationship and pastoral therapist.
 - ---Reflect on self-as-a-therapist, committing to ongoing growth, implementing self-awareness, and use of self in clinical practice.
 - --Learn skills and theory necessary for competent, effective practice as a relationship and pastoral therapist.
 - ---Demonstrate ability to produce written documentation and oral presentation for Purpose of clinical practice, adhering to APA written guidelines where assigned.
 - --Demonstrate intention to approach relationship and pastoral therapy with openness to The presence of diversity.
 - --Integrate theological education, psychological and systems theories, and spiritual formation with supervised clinical experience.
 - ---Understand and reflect on clients' spiritual/faith assumptions and practices, and balance knowledge of relationship and pastoral therapy within client/system's spiritual dimensions.

REQUIRED READING

Required

Bowker, John, (2006) World Religions: The Great Faiths Explored & Explained, Publisher: DK Adult (reprint Edition February 20, 2006) ISBN 10: 0756617723

Cashwell, C. S., & Young J. S. (2011), Integrating spirituality and religion into counseling, Alexandria, VA: American Counseling Association, ISBN-10: 1556203101

Csikszentmihalyi, M. (1997) Finding Flow: The Psychology of Engagement with Everyday Life, New York: Basic Books, ISBN: 0-465-02411-4

COURSE EXPECTATIONS

The clinical depends on the collaboration, collective experience, and the wisdom of the cohort, therefore, on-time attendance at all classes is essential. Students are required to contact the instructor immediately if an unforeseen absence arises. Depending on circumstances, grades may be affected. It will be up to the instructor's discretion if any additional work can be given to offset such an absence. Students will present two case studies for class discussion, as well as give feedback. They will be evaluated on class participation (including the ability to give honest, skillful, and supportive feedback to peers), the quality of their written and oral presentations, and demonstration of clinical skills. Since no paper is required, close attention will be paid to student participation and evidence that the reading is being done. Students' self-evaluations and feedback from site supervisors will be taken into consideration when grades are finalized.

ASSESSMENT & GRADING CRITERIA

- 1. Attendance and Participation (50 points) Leading a class discussion on assigned reading and engaging in peers' case presentations are key parts of class participation.
- 2. Two Case Presentations (25 points for written presentation, 25 points for oral presentation) ---50 points each for a total of 100 points. Students will offer new cases---those not previously presented formally to the class during prior quarters of the Clinical. The instructor may grant an exception; however, depending on the extent of new information available that significantly increases the learning potential for both the presenter and the class participants.

Students will begin case presentations and facilitate class discussion of assigned reading during the second half of class. Every student must participate. Students will also be invited to choose the opening prayer or reflection for each class.

3. Summary of Grading Criteria

a.	Attendance & Participation	on 100 pts
	Case Presentations	100 pts
	Total	200 pts
b.	Grading Scale	
	A = 200-190	B- = 165-160
	A = 189-180	C+ = 159-154
	B+ = 179-174	C = below 153
	B = 173-166	

Notice: An incomplete "I" grade will be assigned only in the case of a health emergency; an incomplete "N" grade may be assigned for the purpose of completing clinical hours only.

4. Clinical Evaluations

I will contact your site supervisors to introduce myself as your *Clinical* faculty for the winter quarter near the beginning of the course. I will also have a mid-course conversation with each of them to get feedback on your progress. I will check in with you to discuss my findings and to see how things are going for you with the course at mid-point, and to see how you are doing as you come to the end of your clinical internship and Practicum Class. I will take the feedback of your site supervisors into consideration as I finalize your grade.

CLASS SCHEDULE

We will have two case presentations for each class, along with time for reflection on spiritual and systems/psychological integration which will include the weekly readings. Below in the schedule of classes you will sign up for case presentations in the first class period.

Session# Dates 2014	Case Presentations & Topics for Reflection	Case Presentation sign ups & Readings
1 Jan 6	Course overview World's Religions; Point of Departure; Hinduism, and Buddhism	Bowker (2006) pp.6-17; pp.18-43; pp.58-81
2 Jan 13	Two Case Presentations Confucianism, Taoism, Islam, Judaism; Discussion on how to integrate Relationship and Pastoral Therapy	Bowker; pp.96-147; pp.174-195
3 Jan 27	Two Case Presentations Christianity, The Primal Religions, A Final Examination including Wisdom Traditions. Discussion on how to integrate Relationship and Pastoral Therapy	Bowker; pp.148-173
4 Feb 3	Two Case Presentations Integrating Spirituality and Religion into Counseling / Spiritual Competencies / and Relationship and Pastoral Therapy	Cashwell & Young (2011); chapters 1&2

5 5-5-40	Two Case Presentations	
Feb 10	Culture and Worldview / Counselor Self- Awareness / Human and Spiritual Development /	Cashwell & Young; Chapters 3,4,5
6 Feb 17	Two Case Presentations Communicating about Spirituality in Counseling / Assessing the Spiritual and Religious Domain / Diagnosis and Treatment	Cashwell & Young; Chapters 6,7,8
7 Feb 24	Two Case Presentations Mindfulness / Ritual in Counseling / 12-Step Spirituality /	Cashwell & Young; Chapters 9,10,11
8 Mar 3	Two Case Presentations The Use of Prayer in Counseling / Working with the Divine Feminine / Where do we Go from Here?	Cashwell & Young; Chapters 12,13,14
9 Mar 10	Two Case Presentations The Psychology of Engagement with Everyday Life	Csikszentmihalyi, M. (1997) Finding Flow
10 Mar 17	Class members evaluation of each other including faculty evaluation of each student	Each student will bring in about a half to full page evaluation on each other member of the Cohort; show strengths, how you have seen growth over the quarters, and growing edges as the person moves into the next stage of their development.

RECOMMENDED READINGS

Anderson, H., & Foley, E. (2001), *Mighty stories, dangerous rituals: Weaving together the human and the divine*, San Francisco, CA: Jossey-Bass

Callahan, S. (2011), *Called to happiness: Where faith and psychology meet*, Maryknoll, NY: Orbis Books ISBN: 978-1-57075-918-5

Frame, M. W. (2003), *Integrating religion and spirituality into counseling*, Pacific Grove, CA: Wadsworth, ISBN: 0-534-53093-1

Grant, Brian (2001), A Theology for Pastoral Psychotherapy: God's Play in Sacred Spaces, Routledge; 1st edition (September 23, 2001), ISBN-10: 0789012014

Townsend, L. (2009), Introduction to Pastoral Counseling, Nashville, TN: Abingdon Press

Whitehead, James D. and Whitehead, Evelyn Eaton; *Nourishing the Spirit: The Healing Emotions of Wonder, Joy, Compassion, and Hope;* Orbis Books (August 1, 2012), ISBN-10: 1626980012

Wimberly, Edward P (2000), *Relational Refugees: Alienation and Reincorporation in African American Churches and Communities*, Nashville: Abingdon Press, ISBN 0-687-08798-8

ACADEMIC HONESTY

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook.

DISABILITY SUPPORT SERVICES:

If you have, or think you may have, a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 206-296-5740.

RESPECT FOR DIVERSITY:

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.