STMC 556 Practicum II
Master of Arts in Pastoral Counseling (MAPC)
School of Theology & Ministry, Seattle University
901 12th Ave, PO Box 222000
Seattle, WA 98122-1090
WINTER 2011

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TEXT & MATERIALS:

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

Other optional and required readings may be assigned.

The organizing theme of Seattle University's graduate programs in Pastoral Counseling can be summarized by the following mission statement: "Preparing students for high quality work in multiple settings by providing solid theological, psychological, and clinical education/training." To this end, this course is designed to meet the core content, coursework equivalency requirement in the area of "counseling practicum or internship" in the mental health counselor education and licensing guidelines for Washington State. (WAC 246-809-221, last updated 7/8/09)

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

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;

MAPC Students will:

- Demonstrate intention to approach all of one's work with openness to the presence of diversity
- Demonstrate ability to assist and facilitate growth toward mental and/or spiritual, emotional, interpersonal, behavioral health and wholeness and/or maturity. Students will understand and reflect with clients' spiritual/faith assumptions and practices.

- Demonstrate ability to produce written documentation and oral presentation for purpose of clinical practice: in support of client treatment, for legal purposes, for reference to colleagues for guidance, and for professional development. Students will adhere to APA written guidelines.
- Demonstrate ability to read and interpret research; ability to research clinical material in support of client treatment.
- Demonstrate ability to assess/diagnose, create and implement a treatment plan using standards of the DSM.
- Demonstrate commitment to ongoing growth, to implementing self-awareness and use of self in clinical practice.
- Demonstrate in clinical practice, the capacity to draw on spiritual/theological and psychological/behavioral insights and principles.
- Make good use of supervision and consultation

COURSE REQUIREMENTS

1.	Class interaction	50 points
2.	Clinical Reflection	20 points
3.	Risk Issue Handout and Presentation	10 points
4.	Personal Reflection	20 points
	Total	100 points

Notice: A 5% deduction per day is assessed to late work. No work will be accepted after the last due date on the agenda. An incomplete grade will be assigned only in the case of a health emergency. Final grades determined in consultation with site supervisor. If site supervisor documents that progress is not being made, intern may not be able to move to Practicum III or beyond. Please refer to Clinical Handbook.

ALL (supervisor, faculty, and self) EVALUATION MUST BE TURED IN BEFORE A GRADE WILL BE ASSIGNED.

COURSE ASSIGNMENTS:

1. Attendance & Class Interaction (50 points)

Attendance and class interaction count for a substantial portion of the grade; I value your presence and your participation in the class activities! Students are expected to be on time for class and not to leave early.

Each person is expected to contribute to the class individually, and in large and small groupings. Contributions should show that the student has carefully prepared for the class by reading and thinking about relevant materials. You may be asked to present on your thoughts about reading or the group process. Please be prepared to share your intellect and spiritual self in class. Work shared in class does not have to be "perfect"; rather you are graded on your willingness to share your thoughts and ideas. You will also be graded on your effort to offer others in the class constructive feedback regarding what they share.

> *For class sessions where there is assigned reading, students are expected to bring one question or discussion comment to class (preferably written on an index card) for contemplation in-group discussion. Comments/questions should be based on the readings or issues relevant to the issues being discussed.*

Participation points will be awarded using the following rubric:

A/A-

Consistent and willing participation in class discussions and group work.
Clear evidence of reading *both* the text readings and other professional literature.
Bringing thought-provoking discussion question to class.

B+/B/B-

Willing participation in class discussions and group work.
Clear evidence of having engaged the professional literature through the text readings.
Bringing a question to class.
Missing one class or arriving late or leaving early to class.

C+/C/C-

Inconsistent participation in class and group projects.
Limited evidence of having read the required readings for class.
Missing more than one class or consistently arriving late or leaving early.

2. Clinical Reflection (20 points)

A case summary will be presented in a 30 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)
II. **HYPOTHESIS** DIRECTLY RELATED TO PROBLEM (i.e. problem and its effects on functioning)
III. **GOAL** (one or more) DIRECTLY FLOWING FROM HYPOTHESIS (must be measurable)
IV. **PLAN** (one or more) DIRECTLY FLOWING FROM GOAL (must be behavioral)

These will be written through the systemic lens. **A video (or audio) clip** from a case will be chosen to reflect client interaction and intern process. These should be discussed through the lens of systemic theoretical perspective. Student will allow time for feedback and discussion of the presentation.

3. Risk Issue Handout and Presentation (10 points)

Students will find an article from a peer-reviewed, mental health journal (past 5 years, preferred) related to a risk issue facing one of your current clients (e.g., depression, anxiety, multination/self-harm). Write a ***one page*** (no APA required) description as a handout for the class during your oral presentation (may use bullets). You will NOT be able to summarize everything in the article. Simply pick out the most important points. What is critical for pastoral counselors to know about this issue? Give facts, statistics, recommendations, interventions, etc. You will present a 10-15 minute presentation on the date assigned. Again, you may not be able to describe the WHOLE article in 10 minutes (15 minutes with questions)—and you may not be able to summarize your whole handout. Please streamline by picking out the most important points.

4. Personal Reflection (20 points total; 10 for each entry)

During the course of the quarter you are likely to encounter many new challenges and experiences. The best way to maximize your learning is to reflect actively on what you are doing. The following journal exercise will assist in that endeavor. For the winter semester, you have the following specific journal assignment:

Twice during the quarter, you should choose to write about one counseling or clinic activity in which you engaged. Please type in a memorandum format (APA not required) addressed to me with the subject

heading being the activity about which you are writing. Each journal memo should include four paragraphs of at least five sentences each.

Paragraph 1: Describe the activity. This should be the: who, what, when, where, how part of the memo and should be fairly specific.

Paragraph 2: Discuss what you were ***thinking*** during the activity, any questions you had, and why.

Paragraph 3: Discuss the ***feelings*** you had during the activity and why. Be careful not to confuse feelings with thoughts. For example, "I felt that it was useful" is really a thought not a feeling. Feelings include: frustration, anxiety, anger, nervousness, happiness, being relaxed, annoyed, bored, satisfied, etc.

Paragraph 4: Discuss how you might apply what you learned from the experience—something specific you can do in the future. Be sure to describe this in behavioral terms, not just ultimate goals. For example, don't just say that next time you will be more prepared to answer the client's questions. Rather, discuss what research you will do before the next client interview.

Course Outline

Date	Topic	Reading/DUE	Risk Issue Presentation	Clinical Presentation	Devotion (optional)
1 1/3	Intro Updates Clinician/Personal Goals Getting Started (continued)				
2 1/10	Introduction; Goal-setting;	Gehart: Chapter 1			
1/17	MLK, JR Day NO CLASS				
3 1/24	Structural FT	Gehart: Chap 2; Golden: 8	1	1	
4 1/31	Strategic FT	Gehart: Chap 3; Golden: 11	2	2	
5 2/7	Satir FT:	Gehart: Chap 6; Golden: 17	3	3	
6 2/14	Intergenerational FT	Gehart: Chap 8; Golden 16 **Personal Reflection Due (1)**	4	4	
7 2/18	Friday: Make Up Day Case Conceptualization		5	5	
2/21	President's Day NO CLASS				
8 2/28	Solution-Focused T	Gehart: Chap 10; Golden 7	6	6	
9 3/7	Personal Theory: How has yours changed?	Be working on evaluations	7	7	
10 3/14	Clinical Conceptualization Wrap-Up for quarter	**Personal Reflection Due (2)** **Evaluations from Supervisor, Faculty and Self DUE**			

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.
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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.

What follows is the general Practicum Syllabus

PASTORAL COUNSELING CLINICAL PRACTICUM
Syllabus for STMC 555, 556, 557, 558, 559, 560
Practicum Group: Winter Quarter 2010

SEQUENCE DESCRIPTION

This is a Pastoral Counseling/Mental Health practicum. The practicum helps the student to integrate theory and practice with behavioral science and theology/religion. The sequence continues for six consecutive quarters. Each course session is scheduled for four hours. One hour per week will be spent in a special topics didactic. These will include topics such as: WAC state code and professional ethics, psychopharmacology, testing instruments, human sexuality and therapy, therapist self-care, special pastoral psychotherapy concerns, marketing/referral networking strategies, and Integrating Psychotherapy and Spirituality in a Pastoral Counseling Framework. Topics may be shifted or added as the director and PC-faculty determine the need for guidance in the students' clinical growth. In each session, the student, in addition to special topics, will spend three hours per week in group supervision. The student will also spend at least one hour per week (more if required) in individual supervision, case conference, and other structures of supervision. Throughout the six quarters, students carry a caseload of 10-15 clients, with a required 600 hours of internship to be completed by the end of the practicum sequence. Theological reflection informs the practicum. Cultural dynamics and understandings will be an intricate part of the supervision.

In addition to this syllabus, students need to be aware that each faculty of the practica may have an additional section, specifying aspects of the syllabus as it relates to their particular course. Each faculty has their own style of teaching and supervision. This gives students the opportunity to experience different ways of encountering the learning material and broadening the methodology of clinical education. Videotaping of counseling sessions is required of all student interns in the Practicum.

PREREQUISITES:

Personal Therapy

All students in the Pastoral Counseling program must be in their own personal therapy with an experienced therapist who does therapy using the psychodynamic and possibly systems method of treatment, and approved by the PC faculty. Personal therapy is a vital part of the practical training of a therapist. It is an adjunct to supervision that enables the transformation that must take place in the person of the therapist. (See Corey 2005, pp. 19-21) Personal therapy is part of your formation. When interviewing and choosing your therapist, remember that NO STM students or faculty are permitted to counsel other STM students as it is a dual relationship situation presenting conflicts of interest. Counselors chosen must have at least 10 years experience after licensure. For a list of therapists, please visit the following sites:

- Seattle Counselors Association: http://www.seattlecounselors.org/website/home.htm
- Downtown Seattle Counseling: http://www.downtown-seattle-counseling.com/
- Lutheran Counseling Network: http://lutherancounseling.net/original/index.html

Prerequisite Courses

Students must have completed all of the following prerequisite courses prior to beginning the practicum sequence: STMM 500, 553; STMA 561, 581; STMC 552, 570, 571, 572. Please have read and consult the texts from those classes.

PURPOSES:

1. To create a safe structure (for clients and students) in which students can experience delivering therapeutic services at sufficient depth to assess their own fitness for and commitment to therapy as a vocation.

2. To provide sufficient intensity of supervision so that every encounter with the process of therapy delivery (in the therapy hour, in supervision, and in administrative structures) can become an opportunity for reflection and learning.
3. To bring the student to awareness of those barriers or deficiencies in their own character structure and/or experiences that interfere with the delivery of quality service so that they may be addressed in clinical work or one's own therapy.
4. To provide sufficient intensity of counseling experience to satisfy graduation, accreditation, and licensure requirements, and to prepare the student for the typical experiences of beginning practice. Specific requirements for licensure or membership by a professional licensing board/body should be explored by the student in conjunction with appropriate program/accreditation body guidelines, and is the responsibility of the student.

OBJECTIVES:

1. To prepare the student, by the end of six quarters, to successfully compete in the psychotherapy/mental health market.
2. To be certified as an AAPC Member Associate. Knowledge of specific requirements and attainment is the responsibility of the student.
3. To have established the foundation for a professional lifetime of continued deepening and broadening of therapeutic ability.
4. Practicum requirements for licensure in the State of Washington.

REQUIREMENTS:

Students are expected to do the following…

Seattle University's *Master of Arts in Pastoral Counseling* (MAPC) requires 600 contact hours of supervised pastoral counseling field education <u>and</u> the successful completion, with a course grade of "B" or higher, of six academic quarters of practicum. Supervised clinical hours are usually defined as "face-to-face" clinical hours with individuals, couples, families, or groups. In order to insure the appropriate continuity and quality of care for your clients, practicum students should be prepared to commit approximately 14-18 clinical hours per week at their practicum site, including those weeks of the year that university classes are not in session. Each practicum student will be given appropriate time off for holidays and vacation, to be negotiated with the administrators of your practicum site and Director of the STM PC Program.

Students will be evaluated and graded based on the following criteria:

Criteria for Work with Clients

- Establishment of basic rapport with client
- Basic capacity for effective, reflective listening (i.e., mirroring, active listening, redefining, etc.)
- Capacity for basic empathy
- Beginnings of effective mirroring at both emotional and cognitive levels
- Reliability in fundamental contracting with client (keeps appointments, manages paperwork, returns calls, keeps appropriate records of sessions, etc.)

Criteria for Use of Supervision

- Participates in individual supervision and case conferences by coming prepared with all written requirements
- Makes available a sufficient number of hours per week for case load to appropriately develop skills
- Routinely tapes (audio or video) all counseling hours and routinely makes those recordings available to supervisor
- Learns and accurately performs office procedures

- Demonstrates beginning willingness/ability to integrate supervisory suggestions/interventions/requirements in therapeutic hour
- Demonstrates beginning ability/willingness to expose and utilize countertransferential and other Self-of-the-Therapist issues in supervision