

# STMC 559: PASTORAL COUNSELING PRACTICUM V

School of Theology and Ministry  
Seattle University  
Fall Quarter 2011

## COURSE INFORMATION & SCHEDULE

STMC 559: *Integrating Psychotherapy and Spirituality in Pastoral Counseling*  
Mondays: September 26-November 28, 2011  
1:30-5:30 PM  
Location: HUNT 160

## FACULTY: GRETCHEN GUNDRUM, PH.D.

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## COURSE DESCRIPTION & GOALS

This course is the fifth of six quarters of the *Pastoral Counseling/Mental Health Clinical Practicum*. As such, it builds on all of the learning tasks and skills development processes of the previous quarters, with special emphasis on: 1) the use of transference and countertransference dynamics to aid the healing process; and 2) the appropriate integration of spirituality and theology into the pastoral counseling process.

The instructor's goals are:

- 1) To assist students in continuing to augment theoretical understanding and treatment skills, and thus increase their sense of competence and confidence as clinicians-in-training;
- 2) To refine students' integration of theological perspectives in the treatment setting as appropriate;
- 3) To foster a safe learning environment where students can be both relaxed and diligent, compassionate with self and fellow learners, and committed to rigorous application of sound therapeutic principles.

Students will set one or two specific learning goals for themselves to sharpen their focus and maximize learning during the quarter. These will be discussed during the first class. **Students should fill out the *Confidential Personal Information Form* on pages 7 & 8 of this syllabus and bring it to class on September 26.**

*Please note that class assignments in this syllabus may be slightly modified due to changes in enrollment or other factors unforeseen at this time. Your anticipated flexibility is appreciated!*

## REQUIRED READING

- Cooper-White, P. (2004). *Shared Wisdom: Use of the Self in Pastoral Care and Counseling*. Minneapolis: Fortress Press.
- Pargament, K. (2007). *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. NY: The Guilford Press.

## RECOMMENDED READING

- Griffith, J. & Griffith, M. (2002). *Encountering the Sacred in Psychotherapy: How to Talk with People about Their Spiritual Lives*. NY: The Guilford Press.
- Kurtz, E. & K. Ketcham. (1992). *The Spirituality of Imperfection: Modern Wisdom from Classic Stories*. NY: Bantam.
- Plante, T. (2009). *Spiritual Practices in Psychotherapy: Thirteen Tools for Enhancing Psychological Health*. Washington, D.C.: American Psychological Association.
- Miller, Wm. (Ed.). (1999). *Integrating Spirituality into Treatment: Resources for Practitioners*. Washington, D.C.: American Psychological Association.

## COURSE EXPECTATIONS

Because the *Practicum* depends on the collaboration, collective experience, and wisdom of the cohort, 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 lead one class discussion on assigned reading. 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. Students' self-evaluations and feedback from site supervisors will be taken into consideration when grades are finalized.

*Being an student intern is not about being perfect but about being open, humble, honest, vulnerable, transparent, willing to make mistakes and learn from them. I will do my best to make the classroom a safe place for you to do this. The blending of insights, experiences, and gifts we share in the learning process will help all of us to be better therapists. A sense of humor is a very fine thing to bring to this process as well. I look forward to seeing your growth in confidence and competence.*

**Students are required to attend two 12-Step meetings of their choice by November 7.**

## COURSE STRUCTURE

Class sessions will include time for a brief check-in and update, in-take supervision (summary of new clients and presenting issues), lecture/discussion of assigned reading, case presentations, and special clinical issues that may arise. Students will choose the dates that they wish to present cases and lead discussions on assigned reading. (See p. 6 of this syllabus.)

Students will schedule a mid-quarter meeting with instructor to discuss issues and progress. The instructor will contact site supervisors for a collaborative approach to supporting students' growth.

## 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 Practicum. 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 class participants.*

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

### ***Overall Conceptualization of Case:***

- ♦ Student describes client's history and symptoms in enough detail so that participants get a sense of the flow, progression, and difficulties of the case, as well as the logic of the 5-axis diagnosis.
- ♦ Recommendations and treatment plan should be clear and practical, indicating which are the intern therapist's and which are the client's goals for treatment. Often, however, it is in the area of the treatment plan and recommendations that the intern therapist may wish to solicit feedback from peers and faculty.
- ♦ Use of theoretical applications must be appropriate to the issues presented and within the skill level of the intern therapist.
- ♦ *Integration of a spiritual assessment with the clinical assessment is required.* Whether or not the client is bringing explicit material or faith-based questions to the session, the intern therapist needs to have a sense of the transcendent values that give a client's life meaning so that these can be accessed as appropriate for on-going support and healing.

### ***Written Presentation:***

- ♦ Follows the case presentation outline format (Comprehensive Pastoral-Clinical Assessment found in the *Pastoral Counseling Student Handbook*).
- ♦ Must be clearly written, without use of jargon or abbreviations that could be misunderstood—a visually pleasing, grammatically correct document. Not to exceed five pages, with double-spacing between paragraphs.
- ♦ Must be available electronically to all class participants by 6:00 PM on the Saturday prior to class.

**Oral Presentation:**

- ◆ Student states during opening remarks what questions she/he has about the case or on what aspects of the case she/he would like input.
- ◆ Student must provide and play a 5- to 10-minute video segment of the client's session that is a representative sample of their work with the client (especially of a problematic interaction that is a focus of the case presentation). Videos which are inaudible, barely audible, or visually indistinct are not acceptable and do not meet the standard for presentation. Audio recordings or verbatims may be accepted if videotaping is not permitted by the agency or site.

If video and audiotaping are not permitted, verbatim presentations must be provided. They need to be in three-column format indicating client's words, the student therapist's interpretation of what is being said, and questions or countertransference issues arising within the student therapist. Verbatims need to encompass a 10-20 minute sample of the session.

3. **Final Integration Paper (50 points). Due by noon on December 2nd.**

In a paper of approximately 5 pages, double-spaced, with 12-point type and margins of 1.25" (top, sides, bottom) in APA format, students are asked to reflect on the following:

- ◆ How have discussions on the transference and countertransference this quarter shaped your philosophy of practice, particularly your trust in your evolving abilities as a pastoral counselor? How do you see the process of theological reflection informing your work as a therapist?
- ◆ Describe what you mean by *spirituality*. Does the inclusion of spirituality make a difference in how you do therapy with someone? How so? What are some areas of concern about using your spirituality or your understanding of clients' spiritualities in your work with them? Please provide examples where you addressed spirituality implicitly or explicitly during a session. When would integrating spirituality be contraindicated? When or how could it be an ethical concern? Are there any spiritual practices that you have found helpful and plan to incorporate into your work with clients?

4. **Summary of Grading Criteria**

a. Attendance & Participation	50 pts
Case Presentations	100 pts
<u>Final Integration Paper</u>	<u>50 pts</u>
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	

5. Internship Evaluations

I will contact your site supervisors to introduce myself as your *Practicum* faculty for the fall quarter at 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 meet with you to discuss my findings and to see how things are going for you with the course at mid-point. I will take the feedback of your site supervisors into consideration as I finalize your grade.

## CLASS SCHEDULE

<i>Date</i>	<i>Topics</i>	<i>Reading</i>	<i>Presenter(s)</i>
September 26	Introductions & Sign-ups Course Expectations & Goals <i>What do you mean by "spirituality?"</i> <i>Why this integration?</i>		Dr. Gundrum
October 3	<i>Spirituality &amp; the Sacred</i>	Pargament, 3-76	Opening _____ Case 1 _____ Case 2 _____ Discussion _____
October 10	<i>Spiritual Coping</i> 12-Step Programs	Pargament, 77-150	Opening _____ Case 1 _____ Case 2 _____ Discussion _____
October 17	<i>The Relational Paradigm</i>	Cooper-White pp. 1-8, 35-60	Opening _____ Case 1 _____ Case 2 _____ Discussion _____
October 24	<i>Pastoral Assessment &amp; Theological Reflection</i>	Cooper-White pp. 61-130	Opening _____ TR Process: ALL Discussion _____
October 31*	<i>Problems of Spirit. Pathways;</i> <i>Relational Theology</i>	Pargament, 151-200 Cooper-White, 181-193	Opening _____ Case 1 _____ Case 2 _____ Discussion _____
November 7	<i>Spiritual Assessment</i>	Pargament, 201-75	Opening _____ Case 1 _____ Case 2 _____ Discussion _____
November 14	<i>Relational Paradigm in Pastoral Psychotherapy</i>	Cooper-White, 131-180	Opening _____ Case 1 _____ Case 2 _____ Discussion _____
November 21	<i>Problems with Spiritual Destinations &amp; Pathways</i>	Pargament, 276-345	Opening _____ Case 1 _____ Case 2 _____ Discussion _____
November 28	<i>Summary &amp; Wrap-up</i>		Opening _____ Discussion _____

\*Schedule individual meetings with instructor at mutual convenience.

**CONFIDENTIAL** PERSONAL INFORMATION FORM

Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ City & Zip \_\_\_\_\_

Telephone \_\_\_\_\_ Preferred email address: \_\_\_\_\_

PLEASE CHECK AS MANY CATEGORIES AS ARE APPLICABLE:

- Married  Widowed (if so, how long?) \_\_\_\_\_  Single  Engaged  
 Separated/Divorced (if so, how long?) \_\_\_\_\_  Parent  
 Partnered (living in a committed partnership with same- or opposite-gendered person)  
 Ordained  Vowed member of a religious community (nun, priest, brother)

INTERNSHIP SITE(S) INFORMATION:

1. Internship Location (or Agency): \_\_\_\_\_

Address: \_\_\_\_\_

Name of Supervisor \_\_\_\_\_

Supervisor's Office Phone Number: \_\_\_\_\_

Supervisor's Email address: \_\_\_\_\_

Type of Population Typically Served: \_\_\_\_\_

2. Internship Location (or Agency): \_\_\_\_\_

Address: \_\_\_\_\_

Name of Supervisor \_\_\_\_\_

Supervisor's Office Phone Number: \_\_\_\_\_

Supervisor's Email address: \_\_\_\_\_

Type of Population Typically Served: \_\_\_\_\_

**How would you describe your internship experience thus far?**

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**What are one or two specific goals you hope to achieve in this course?**

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**Do you have any apprehensions, fears, or uncertainties in relationship to this course?**

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**What would you like to become more comfortable with in the process of learning to be a therapist?**

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**THANK YOU!**  
**(This information will be held in confidence.)**

**PRACTICUM V: FINAL SELF-EVALUATION FOR \_\_\_\_\_**

*Please hand in a copy of this self-evaluation with your final Integration Paper by noon on Friday, December 2, 2011. Papers should be placed in Dr. Gundrum's STM faculty mailbox.*

In this class I like the way I...

I wish I had...

Reviewing all of the above, I believe the area in which I grew was....

I think the grade I believe I have earned is \_\_\_\_\_ because...