

Syllabus: STMC 555 Practicum I
Master of Arts in Pastoral Counseling (MAPC)
School of Theology & Ministry, Seattle University
Fall 2012

Faculty:	Gretchen Gundrum, Ph.D.
Dates:	Mondays: September 24 –December 3
Time:	1:30-5:30 PM
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The mission of Seattle University's graduate programs in Pastoral Counseling is to prepare students for high quality work in multiple settings by providing solid theological, psychological, and clinical education/training. To this end, this course and the five quarters of supervised internship that follow it are designed to meet the core content and coursework equivalency requirements of the mental health counselor education and licensing guidelines for Washington State (chapter 18.225, RWC; 246-809 WAC, last updated May 2012). In addition to the specific requirements of this course, students are encouraged to refer to the *Student Practicum/Internship Manual* for complete STM degree expectations.

COURSE DESCRIPTION

This practicum precedes five quarters of the pastoral counseling student's internship. Its focus will be on building and maintaining therapeutic relationships and the ethical provision of mental health treatment. The syllabus may be modified during the quarter as educational needs require.

"It is a strange blend of spirit with absence of self-absorption that allows for effective pastoral care. Yet, it is a vocation for which the world desperately cries out." ~Fran Ferder

COURSE GOALS AND OBJECTIVES

During the course of their academic and clinical training, students will:

1. Develop a systematic, theoretical orientation to working with clinical cases;
2. Integrate theory and practice of clinical work with spiritual formation;
3. Be able to reflect theologically on their approach to providing care for the soul, and open to seeing how spiritual awareness can support them in their therapeutic work;
4. Develop a safe structure for exploring their delivery of therapeutic services at sufficient depth to assess their fitness for and commitment to therapy as a vocation;
5. Receive sufficient supervision so that every therapeutic encounter (in the therapy hour, in supervision, and in administrative structures) can become an opportunity for reflection and learning;
6. Become aware of barriers or deficiencies in their own character structure and/or life experiences that might interfere with their ability to deliver quality service so that these shortcomings may be addressed in supervision and personal therapy.

In achieving these goals and objectives, MAPC students will:

- Demonstrate intention to approach all of their 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 seek to understand their clients’ spirituality, faith assumptions, and religious practices.
- Demonstrate the ability to produce written documentation and oral presentations 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 the ability to read and interpret research; the ability to research clinical material in support of client treatment.
- Demonstrate the 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

REQUIRED READING:

- *Course Pack* (available at SuperCopy)
- Faiver, C., Eisengart, S., & Colonna, R. (2004). *The Counselor Intern’s Handbook* (3rd ed.). Belmont, CA: Brooks/Cole. ISBN: 0-534-52835-X
- *American Association of Marriage and Family Therapists (AAMFT) Code of Ethics*
www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx
- *American Association of Pastoral Counselors (AAPC) Code of Ethics*
<http://www.aapc.org/about-us/code-of-ethics.aspx>
- *American Counseling Association (ACA) Code of Ethics* (2005)
www.counseling.org/files/fd.ashx?guid=ab7c1272-71c4-46cf.
Highlights of ACA Code of Ethics. *Course Pack*.
- *Washington Administrative Codes (WACS) for Mental Health Counselors:*
<http://apps.leg.wa.gov/WAC/default.aspx?cite=246-810>
- *Washington State Legislature Revised Code (RCW)*
Chapter 18.225, *STMC Student Practicum Manual*, pp. 47-55.
- Other optional and required readings may be assigned.

COURSE REQUIREMENTS

1.	Class Interaction, Attendance, Final Assignment	50 points
2.	Clinical Pastoral Assessments & Presentations	50 points
3.	Candidacy	P/F—achieved at end of quarter
4.	Personal Therapy	P/F—confirming paperwork must be turned in by 1 st class
5.	Administrative Paperwork	P/F—No grade without it!
6.	All Evaluations (supervisor, faculty, self) must be turned in before grade will be assigned.	
Total		100 points

Please note: During your first quarter of practicum, required reading is kept to a minimum to give you time and energy to focus directly on your internship experience. You are likely to have several new client start-ups this quarter. You will need to do complete case write-ups on all of them, which may require you

to review and research theory, methodology, treatment planning, and psychopathology. Your site supervisor and your faculty supervisor are obliged to provide support for this work throughout the quarter. It is your responsibility to ask for the help you need.

An incomplete grade will be assigned only in the case of a health emergency. Final grades will be determined in consultation with site supervisor. If group supervisor, clinical director, and/or site supervisor document that progress is not being made, intern may not be able to move to Practicum II or beyond. Please refer to *STM Pastoral Counseling Student Practicum/Internship Manual*.

COURSE ASSIGNMENTS

1. Attendance, Class Interaction, Final Assignment (50 points)

Attendance and class interaction count for a substantial portion of your grade. We value your presence and your participation at the site and in the class activities. We also value your punctuality. Arriving on time and coming back from breaks promptly helps class cohesion, morale, and the instructor's enthusiasm (not to be underrated!)

Attendance for supervision is MANDATORY. There are no unexcused absences for this class. In the event of a medical or family emergency, notify this professor as soon as possible. If possible, an action plan to remediate the absence will be determined.

*Student participation during class is the bedrock of our work together. Contributions should show that the student has carefully prepared assigned readings and Clinical Pastoral Assessments (CPAs), and can offer thoughtful reflection on clients, supervision, and colleagues' learning and development. Work shared in class does not have to be "perfect"; rather you will be 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. Openness to giving and receiving feedback is essential. It requires both humility and the grace not to take oneself too seriously. Having a sense of humor helps. We are all learners in this laboratory of clinical practice. It's helpful to remember that becoming an outstanding therapist takes many years. That's probably why it's called a clinical *practice*!*

For class sessions where there is assigned reading, each student must volunteer to lead at least one discussion of an assignment. The rest of the students are expected to bring one question or discussion comment to class (preferably written on an index card) for group discussion. Comments or questions should be based on the readings or issues relevant to the issues being discussed.

For the final assignment, students will be presented with an ethical dilemma from a clinical or related setting that they will analyze and resolve as best they can. The format will be an oral report that will be evaluated and discussed by the class as a whole.

2. Clinical Reflections (50 points total)

Each student will give two verbal case presentations during the 10 weeks of this course (sign up for each presentation). These 35-minute summaries will be an opportunity for the supervisor and fellow students to give feedback and support. For each of the presentations, please prepare a Comprehensive Pastoral-Clinical Assessment as found in the student manual (p.72). **You will need to email your CPA to everyone in the class, including this professor, on the Saturday evening prior to your presentation.** Please email all of us **by 8:00 PM Saturday night**. You will also choose **a brief video (or audio) clip** of no more than 5 minutes' duration from the case to reflect both client interaction and your process as the intern therapist. These will be reviewed during the first 20 minutes of your presentation. Because everyone should have read your CPA by class on Monday, you will have 15 minutes to discuss your issues or concerns; the second 15 minutes will be for your colleagues to ask clarifying questions and offer you support and feedback. Your written CPA should not be more than three pages in length yet be well-written, comprehensive, and complete.

Students who would like additional practice in presenting a client may sign up for a third presentation. Students who struggle with aspects of crafting a CPA will be asked to provide more examples of their work to assure their competence with this important skill.

3. Candidacy

“Candidacy” is the process by which STM declares that it considers a student qualified academically, clinically, and pastorally to obtain the Master of Arts in Pastoral Counseling degree. Candidacy is a safeguard for the student as well as the university. When a student’s Candidacy is approved, the student receives a letter from STM indicating that the student is ensured the opportunity to complete the degree if the student meets all remaining requirements. This agreement prevents last-minute surprises about the student’s ability to earn the degree.

By the end of the quarter, you must attend a meeting with MAPC faculty regarding your progress toward candidacy. A sign-up schedule will be provided. The following rubric will be used:

	Exceeds	Meets	Area of Growth
Paperwork Proficiency	Student turned in legal forms, supervision reports, client hours on time	Student turned in many forms on time; sometimes late with paperwork	Student has outstanding required paperwork and/or shows pattern of turning in forms late
Punctuality	Student attends class, meetings, and supervision on time	Most of the time, student attends class, meetings, and supervision on time. Some report of tardy or missed events	Student established pattern of being late or leaving early to meetings, class, and/or supervision.
Making Arrangements for Unanticipated Issues		Student takes initiative and makes arrangements for make-up work/sessions	Student does not follow through on makeup work and/or sessions. Instructors, clients and/or supervisor left without back-up plan
Being Teachable	Student listens to new ideas, takes supervisors’ suggestions, and attempts innovative approaches to expand their clinical effectiveness	Student is open to new approaches, yet falls back on previous strengths or ways of being when newer approaches would expand their skill level	Student does not follow through with suggestions and/or does not seek/try new ways of learning/doing
Social Demeanor	Student exhibits strong personal and interpersonal care and compassion. Student has a strong set of appropriate boundaries when working with others (clients, supervisor, etc.)	Student demonstrates good care of self and others. Sometimes boundaries are unclear, but not ethically violated. Student seeks clarification for future improvement.	Student lacks personal and interpersonal skills. Possible ethical boundary violations occur.
Individual Therapy	Student uses therapy to resolve conflicts and increase professional and personal competence. Paperwork is on file.	Student attends therapy. Spillage of personal issues over to treatment or classroom setting indicates issues need more focus. Paperwork is on file	Student is not attending therapy, or has not made several sessions. Paperwork may not be on file.
Knowledge of Emergency Procedures	Student is well-versed in emergency procedures (e.g., contacting supervisor for ethical concerns). Anticipates possible at-risk situations and plans for response.	Student knows emergency procedures and can apply them when needed.	Student is unaware of emergency procedures or fails to apply them when indicated. Clients and colleagues may be placed at risk.

4. Personal Therapy

All students in the Pastoral Counseling program must be in their own personal therapy with an experienced therapist who uses psychodynamic, and possibly, systems methods of treatment, and one who is approved by the Pastoral Counseling faculty. Personal therapy is a vital part of the practical training and formation of a therapist. It is an essential adjunct to supervision that enables and catalyzes the transformation that must take place in the person of the student therapist. When interviewing and choosing your therapist, remember that NO STM students or faculty are permitted to counsel other STM students as this creates a dual relationship with conflicts of interest. Counselors chosen must have at least 10 years experience after licensure. **Completed verification of therapy forms is DUE by the 1st class.**

5. Paperwork

Consult the *Practicum Manual* for all paperwork forms. Agency agreements and personal therapy documentation are due before you begin your clinical work. **Bring signed documents to our first class.**

Each week, bring the log of your hours signed by your site supervisor to class. If you are not meeting with your site supervisor on a weekly basis, please contact Dr. Clinton McNair, the MAPC Clinical Director, immediately.

Three hours of group supervision may be credited for this class. Please note these hours on your log and have your course supervisor sign your forms. By doing this on a weekly basis students will develop the habit of completing paperwork on time—another important skill. Agencies undergo required, periodic audits. Therapists who don't complete paperwork in on time reflect ill on the competency of the agency itself.

Dr. McNair will check in with your site supervisor on a weekly basis for general feedback on your progress as an intern therapist.

<i>Consultation Between Clinical Director and Site Supervisor</i>	Poor	Fair	Average	Above Average	Excellent
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.)					
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 counter-transference and other self-of-the-therapist issues in supervision					

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. This must be done prior to the beginning of the course.

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, physical or cognitive ability. Diversity requires acceptance and respect, 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.

HOW TO COUNT CLINICAL HOURS

For six quarters of Practicum/Internship, students must accrue 600 clinical hours ON SITE.

For this first quarter, students are encouraged to aim for a total of 70 hours at their internship site, of which at least 25-30 should be direct service to individuals. If you can accrue more hours, all the better. But there is much to absorb and adjust to in the beginning so refrain from putting yourself under too much pressure to perform beyond your ability as a young therapist, or to take on too many cases too soon. Some cases will be assigned to you by agency staff; others you may volunteer for. As you continue your internship there will be quarters where you will work more than 100 hours and so you should be able to achieve the needed amount within the six quarters of your internship.

Planning ahead, the following three categories taken together represent a **priority** for **no less than 385 accrued hours**. It is advised that interns accrue as many of the 600 hours in these categories as possible.

- Direct Service Individual (DS Ind): Meeting one-on-one with client who has signed informed consent to participate in a counseling relationship; counselor using counseling skills and interventions
- Direct Service Group (DS Group): Meeting in a small group setting with clients who have signed informed consent to participate in a counseling relationship; counselor using counseling skills and interventions. *Each student's overall 600-hour experience must include some DS Group.*
- Direct Service Families (DS Fam): Meeting in dyads (e.g., couple, caregiver-child) or family groups with clients who have signed informed consent to participate in a counseling relationship; counselor using counseling skills and interventions.

Up to 115 hours can include:

- Direct Service Consult (DS Consult): Meeting with clients to build rapport. In community settings, clients may not yet have agreed to treatment. Interaction has therapeutic elements, but is not direct counseling with clients. Counselor is consulting by using basic empathy and reflection and human development skills.

An additional **100 hours** can include a mix of the following two categories:

- Indirect Service Case (IDS Case): Working indirectly with clients, such as attending clinical meetings, observing large group interactions, consulting with outside professionals regarding treatment.
- Indirect Service Research/Administration (IDS R/A): Spending time ON SITE preparing for cases, including writing case notes, reading best-practice treatment interventions related to specific, preparing group activities, etc. General use of the internet (including non-clinical email) may NOT be included in these hours. All administrative work must directly relate to the role of a licensed professional counselor.

COURSE OUTLINE

- 24 September Introductions, Hopes, Fears, & Expectations
 Classroom Safety and Community Needs
 Clarification of Syllabus
 Sign-ups for Class Presentations
 Visit from Dr. McNair to Clarify Procedures and Issues
 Group Process: Case Study of Ethical Dilemmas
- **Hand in forms for personal therapy and agency agreement**
 - **Reading due for next week: *ACA Code of Ethics, Faiver, Eisengart, & Colonna (FEC) 1-3***

Sign-Ups

- 1 October Group Check-in and Questions
 Class Discussion of *ACA Code* & Highlights
 Discussion of FEC, chapters 1-3
 CPA Presentation
 CPA Presentation
 Self-Care and Theological Reflection
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- **Turn in clinical hours signed by site supervisor**
 - **Reading due next week: *FEC, 4-5***

- 8 October Group check-in and questions
 Discussion of FEC chapters 4-5
 CPA Presentation
 CPA Presentation
 CPA Presentation
 Self-Care and Theological Reflection
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- **Turn in clinical hours signed by site supervisor**
 - **Reading due next week from *Course Pack*:
 Killen & DeBeer chapter on Theological Reflection**

- 15 October Group check-in and questions
 Discussion of Killen & DeBeer
 CPA Presentation
 CPA Presentation
 Self-Care and Theological Reflection
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- **Turn in clinical hours signed by site supervisor**
 - **Reading due next week: *FEC 6, AAMFT Code of Ethics***

- 22 October Group check-in and questions
 Discussion of FEC 6, *AAMFT Code of Ethics*
 CPA Presentation
 CPA Presentation
 CPA Presentation
 Self-Care and Theological Reflection
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- **Turn in clinical hours signed by site supervisor**
 - **Reading due next week: *FEC 7, WACs and RCW***

