

STMC 559: PASTORAL COUNSELING PRACTICUM V

School of Theology and Ministry

Seattle University

Fall Quarter 2012

COURSE INFORMATION & SCHEDULE

STMC 559: *Integrating Psychotherapy and Spirituality in Pastoral Counseling*
Tuesdays: September 25-November 27, 2012, 1:30-5:30 PM
Locations: HUNT 160 (Gundrum); HUNT 150 (Gunderson)
Didactic: 1:30-2:30 ~ Both sections meet in HUNT 110 except for 9/25, 10/16, 11/6
On the exception dates we will meet together in HUNT 160

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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) an appropriate integration of spirituality and theology into the pastoral counseling process.

The instructors' goals are:

- 1) To assist students in continuing to augment theoretical understanding and treatment skills, and thus increase a 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 therapeutic principles.

Students will set one or two specific learning goals for themselves to sharpen their focus and maximize learning during the quarter. These may be discussed during in class. **Students need to fill out two copies of the *Confidential Personal Information Form* on pages 7 & 8 of this syllabus and bring them to class on September 25.**

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.
- Griffith, J. & Griffith, M. (2002). *Encountering the Sacred in Psychotherapy: How to Talk with People about Their Spiritual Lives*. NY: The Guilford Press.
- Pargament, K. (2007). *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. NY: The Guilford Press.

RECOMMENDED READING

- 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 for the didactic. You will be evaluated on class participation (including the ability to give honest, skillful, and supportive feedback to peers), the quality of your written work, oral presentations, and demonstration of clinical skills. A final integration paper (APA format required) will help coalesce the quarter's insights. Students' self-evaluations and feedback from site supervisors will be taken into consideration when grades are finalized.

Being a student intern is not about being perfect but about being open, humble, honest, vulnerable, transparent, willing to make mistakes and learn from them. We will do our 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. We look forward to seeing your growth in confidence and competence.

Students are required to attend two 12-Step meetings of their choice by November 6.

COURSE STRUCTURE

Class sessions will include a joint didactic session for both sections involving lecture/discussion of assigned reading in the first hour. Students will meet in two separate supervision groups. Each instructor will structure the remaining three hours of supervision as she determines best. There will be time for a brief check-in and update, in-take supervision (summary of new clients and presenting issues), case presentations, and discussion of 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 their respective instructors to discuss issues and progress. Instructors will contact site supervisors for a collaborative approach to supporting students' growth. Each student must have done one case presentation by mid-quarter so that faculty can give them feedback during their individual session.

ASSESSMENT & GRADING CRITERIA

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.

There is a good deal of reading for this class. We expect students to keep up with it weekly and to be conscientious in the assimilation of key concepts. The literature integrating spirituality and psychotherapy is expanding rapidly. We cannot exhaust the topic but students will be directed toward readings and resources that faculty believe will assist them in beginning an integration that will continue throughout the lifetime of their professional practice.

1. Attendance and Participation (50 points).

Leading class discussion on assigned reading and engaging in peers' case presentations are key parts of class participation. Two students will facilitate discussion on assigned reading each week. Each student will have 10 minutes to present key ideas from the reading and then will lead the class discussion for another 15 minutes. Knowing how to distill the most critical information is a discipline and skill all busy professionals need to acquire. Discussions may continue at the end of class, as time permits. Linkage of assigned reading to case presentations will continue throughout the quarter.

2. Two Case Presentations & Final Integration Paper (50 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.

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 values that give a client's life meaning—what feeds their soul—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 three pages in length.

- ◆ Must be available electronically to all class participants by 8:00 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 (15 minutes of presentation, video, 25 minutes of discussion).
- ◆ Student must provide and play a 5-10 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 5-10 minute sample of the session.

3. **Final Integration Paper. Due by noon on November 30. Please print out two copies of your final paper and place one in each instructor's STM mailbox.**

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? How might it relate to considerations of transference or countertransference?
- ◆ Describe what *you* mean by *spirituality*. How does the inclusion of spirituality make a difference in how you do therapy with someone? 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 both implicitly and explicitly during sessions. 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?
- ◆ What is the most important learning or insight you will take away from this quarter's work? Expand on its importance for you.

4. Summary of Grading Criteria

a. Attendance & Participation	50 pts
Case Presentations &	50 pts
<u>Final Integration Paper</u>	
Total	100 pts
b. Grading Scale	
A = 100-94	B- = 83-80
A- = 93-90	C+ = 79-77
B+ = 89-87	C = 76-74
B = 86-84	

5. Internship Evaluations

We will contact your site supervisors to introduce ourselves as your *Practicum* faculty for the fall quarter at the beginning of the course. We will also have a mid-course conversation with each of them to get feedback on your progress. We will meet with you to discuss our findings and to see how things are going for you with the course at mid-point. We will take the feedback of your site supervisors into consideration as we finalize your grade.

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.

CLASS SCHEDULE

<i>Date</i>	<i>Topics</i>	<i>Reading</i>	<i>Presenter(s)</i>
September 25	Introductions & Sign-ups Course Expectations & Goals, Syllabus Review <i>What do you mean by "spirituality?"</i> <i>Why this integration?</i>		Gundrum/Gunderson
October 2	<i>Spirituality & the Sacred</i> <i>Metaphor & Spirituality</i>	Pargament, 29-76 Griffiths, 53-80	Reflection _____ Reading 1 _____ Reading 2 _____ Case 1 _____ Case 2 _____
October 9	<i>Spiritual Coping</i> 12-Step Programs <i>Conversations between</i> <i>Person and God</i>	Pargament, 77-150 Griffiths, 103-136	Reflection _____ Reading 1 _____ Reading 2 _____ Case 1 _____ Case 2 _____
October 16	<i>The Relational Paradigm</i> <i>When Spirituality Turns</i> <i>Destructive</i>	Cooper-White pp. 1-8, 35-60 Griffiths, 215-257	Reflection _____ Reading 1 _____ Reading 2 _____ Case 1 _____ Case 2 _____
October 23	<i>Pastoral Assessment &</i> <i>Theological Reflection</i>	Cooper-White pp. 61-130	Reflection _____ Reading 1 _____ Reading 2 _____ Case 1 _____ Case 2 _____
October 30*	<i>Problems of Spirit. Pathways;</i> <i>Relational Theology</i>	Pargament, 151-200 Cooper-White, 181-193	Reflection _____ Reading 1 _____ Reading 2 _____ Case 1 _____ Case 2 _____
November 6	<i>Spiritual Assessment</i>	Pargament, 201-75	Reflection _____ Reading 1 _____ Reading 2 _____ Case 1 _____ Case 2 _____
November 13	<i>Relational Paradigm in</i> <i>Pastoral Psychotherapy</i>	Cooper-White, 131-180	Reflection _____ Reading 1 _____ Reading 2 _____ Case 1 _____ Case 2 _____
November 20	<i>Problems with Spiritual</i> <i>Destinations & Pathways</i>	Pargament, 276-345	Opening _____ Reading 1 _____ Reading 2 _____ Case 1 _____ Case 2 _____
November 27	<i>Living beyond Medical</i> <i>& Psychiatric Illnesses</i> Summary & Wrap-up	Griffiths 258-299	Reflection _____ Reading 1 _____ Reading 2 _____

*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?

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

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

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

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

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