

Course Description:

This course is a survey of professional identity, ethical standards, and legal codes for relationship and pastoral therapy students. Students will gain knowledge of professional roles including being therapist for families, individuals, and groups within in various milieus (e.g., community agencies, places of worship, and private practice). The course will cover ethical codes from American Association of Marriage and Family Therapy (AAMFT) and the American Association of Pastoral Counselors (AAPC). Students will study current Washington Administrative Codes (WAC) that relate to the profession. Additionally, the course will present moral principles and virtues that shape practice, training, supervision, and consultation for pastoral counselors/relational therapists.

Course Objectives:

Students Will:

- Develop an identity as a relationship and pastoral therapist.
- Explore the role of religion and spirituality in appropriate, competent, and effective practice.
- Know state and federal codes and laws that apply to the practice of therapy.
- Know the professional codes of ethics and standards of practice regarding relationship and pastoral therapy.
- Be able to recognize ethical dilemmas and understand the process of making ethical decisions.
- Be able to recognize when and how to effectively utilize consultation.
- Understand the limitations to confidentiality and parameters of mandatory reporting.
- Understanding the need for and how to create a safety plan for clients who present with potential self-harm, suicide, abuse, or violence.
- Know how to report information to appropriate authorities as required by law.
- Understand how to practice within the defined scope of practice, and how to obtain knowledge of advances and theory regarding effective clinical practice.
- Understand the necessity of self-care and monitoring personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.

Learning Outcomes/MARPT Students will:

- Demonstrate intention to approach relationship and pastoral therapy 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 and will balance knowledge of relationship and pastoral therapy within client/system's spiritual dimensions.
- Demonstrate ability to produce written documentation and oral presentation for purpose of clinical practice. Students will orally present their work to others for guidance and professional development. Students will adhere to APA written guidelines where assigned.
- Consult the professional literature regarding best-practice of relationship and pastoral therapy.
- Reflect on self-as-a-therapist, committing to ongoing growth, implementing self-awareness, and use of self in clinical practice.
- Demonstrate in clinical practice the capacity to draw on spiritual/theological, systems theory, and psychological/behavioral insights and principles.
- Make good use of lecture, supervision, and consultation regarding relationship and pastoral therapy.

	Subject, Reading, Due
First Weekend	<p>Introduction to Course (please have read syllabus before class)</p> <p>Soc-Location Exploration</p> <p>Identity of Relationship and Pastoral Therapist</p> <p>Ethical Practice (Law, Ethics, Morals); Ethical Decision Making</p> <ul style="list-style-type: none"> • Please PRINT and read AAMFT and AAPC's ethical codes (links above). Please highlight key words that arise as you read these codes. You may highlight as many or as few words as you like. Please bring these copies to class. • Please have read all of Heckler's Ethical and Professional Issues • Please have read chapters 1-5 of Griffith & Griffith's Encountering the Sacred
Second Weekend	<p>Ethical Practice; Ethical Decision Making</p> <p>Safety (Reporting, Suicide Assessment)</p> <p>Spiritual and Religious Practice in Professional Practice</p> <p>Professional Practice (APA, library resources)</p> <ul style="list-style-type: none"> • Please have read 6-10 of Griffith & Griffith's Encountering the Sacred • Please have read all articles in course pack • Please review the APA manual (bring to class) • Due: Spiritual Autobiography due on Sat morning. Please bring a hard copy for instructors and an extra copy to refer to during class.
August 16 th	By 5 p.m. on August 16 th , please email epplerc@seattleu.edu a copy of your identity paper and your ethical case studies.

Course Requirements

1.	Attendance & Class Interaction	10 points
2.	Spiritual Autobiography	30 points
3.	Identity Paper	30 points
3.	<u>Ethical Case Studies</u>	<u>30 points (3 @ 10 points each)</u>
	Total	100 points

100-95% A; 94-90% A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 74-70 C

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.

1. Attendance & Class Interaction

In addition to the scale below, 6 points of the total 100 points will be reduced for each unexcused absence (one class = a morning OR afternoon session). Three (3) points will be deducted for each time you arrive late or leave early.

Attendance and class interaction count for a substantial portion of the grade; we 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.

On the last day of class, please bring a copy of the chart below with a self-rating. Final responsibility for the engagement grade is determined by the instructors.

A+: I attended all classes, and was *fully* prepared (completed 95-100% of the readings) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.
A-: I attended all classes, and was *mostly* prepared (did 90%+ of the readings) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.
B+: I attended all classes, and was *minimally* prepared (did about 75%+ of the readings) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.
B-: I attended all classes, and was *minimally* prepared (did 50%+ the readings) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.
C: I basically checked out.

My self-rating:

Reason:

2. Spiritual Autobiography

Prepare a journal entry to tell the story of your spiritual journey. This does NOT have to be in APA Style. This is a reflective paper on your understanding of and attitude towards the idea of God, religion, and spirituality. Your journal will be 3-4 pages long, double-spaced, double-sided. Submit hard copy to the instructors on Sat morning of the 2nd weekend. Bring an additional copy to class to share and discuss. Please assume your audience may or may not have previously studied theology; do not presume a reasonable level of prior knowledge of theological concepts.

Be sure to read the first half of Griffith & Griffith (2002) before writing your script. To grab your audience’s attention, make sure you give your journal a creative title (e.g. *What a wonderful life; My life as a dog; A journey of hope*).

This piece should be written in formal, academic English. If you are unsure about this, check out the Student Guide to Editing and Style from the University’s Writing Center, or book an appointment to see someone there: Interim Library, room 113 | www.seattleu.edu/writingcenter | (206) 296-6239.

Here are some reflection questions that might help you create your story:

- What dominant image helps me imagine my story? (E.g. the house I grew up in; some central pivotal event in my family and in my life; a religious experience or revelation that has stayed with me all these years)
- Who are the people...
- What events...
- What is my earliest...
- What are my spiritual words (compassion, courage, hope)...
- What I think of God, ...

NOTE: You are not being asked to answer these questions directly, but to consider them in your reflective pre-writing moment. These questions help you begin to bring to consciousness your concept of God, your own spiritual journey, your joys and travails, your life commitments. And then you can step back and reflect on them.

When you have successfully completed this assignment, you will have:

- Reflected on key moments in your life.
- Grounded your reflections with your social locations.
- Distinguished between faith, belief, and theology.

The following rubric will help you know where to place your energy as you write:

	A Superior	B Good	C Adequate	D Poor	F Failing
	90-100	80-90	70-80	60-70	<59
Ability to reflect					
Social location					
Distinguish between faith, belief, and theology					
Identify movement of spirit					
Integrate text of assigned reading					

3. Identity Paper

Using the information from texts, class discussions, and outside readings/experiences, write a 7-10 page APA-style paper on the role and identity of a relationship and pastoral therapist. You do not need to include an abstract, but do include a title page (including running head). Your reference list should pay close attention to APA format. Consider these prompts in your work:

- How do you see the roles of a relationship and pastoral therapist? You may want to consider a metaphor of being a therapist (e.g., mirror, conduit, etc.). This may draw on a metaphor you used in your spiritual autobiography. Is the therapist only active in a therapy room? Why or why not?
- Talk about your current thoughts regarding balancing the professional codes (AAMFT/AAPC) and infusing religion and spirituality in your practice as a relationship and pastoral therapist? This is an ongoing process that we will explore throughout your program; for now consider your initial thoughts. Do you see integrating yourself being overt or covert in your practice? How do the codes inform your thinking? Strong papers will go beyond the required reading to include book chapters and peer reviewed journal articles (suggested number is +/- 3 extra sources).
- As a relationship and pastoral therapist, what values do I hold (e.g., time, compassion, hope, others)? How are these values informed by AAMFT and AAPC? What else informs your values?
- How does a relationship and pastoral therapist differ from other forms of helpers (pastors, social workers, etc.)?
- In what ways do you see relationship and pastoral therapists being intentionally ecumenical, interreligious, and multicultural?

	A Superior 90-100	B Good 80-90	C Adequate 70-80	D Poor 60-70	F Failing <59
Reflect on Role					
Balancing Codes and Spiritual Practice					
Defining Personal Values that Guide Work					
Clarity of Role: Difference among other helpers					
Intentional: ecumenical, interreligious, and multicultural					
Integrate assigned and other readings					
Professional Style (APA)					

4. Ethical Case Studies

Students will be given three ethical case studies and will write a one to two page reflection on each case. Students will fill out one form below for each case (APA style not necessary). Students will answer:

- What is the ethical dilemma (as a theme, and with some description)?
- What information do the AAMFT and AAPC codes of ethics give about this situation? What considerations from the WAC (Washington Administration Code) need to be taken into account?
- What are the values the relationship and pastoral counselor must consider (beneficence, non-maleficence, parsimony, and justice)?
- According to the ethical decision-making tree, what steps should a relationship and pastoral counselor take? List **at least 2**; you may list up to 3.

Ethical Analysis of Case # ____ : _____

<p>Ethical Themes in Case (choose one to three key words):</p>
<p>Nature and Dimension of Ethical Issue (elaborate on box above) :</p>
<p>AAPC and AAMFT ethical codes & WAC by number and name that have bearing in this case (use bullet points and describe briefly):</p>
<p>What values come to mind (beneficence, non-maleficence, parsimony, and justice)?</p> <p>Below, outline 3 courses of action which can be taken with potential consequences:</p>
<p>Option 1:</p> <p>Consequence:</p>
<p>Option 2:</p> <p>Consequence:</p>
<p>Option 3 (optional):</p> <p>Consequence</p>
<p>Best course of action to be taken in this case with rationale for choice:</p>

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.

WRITING CENTER:



RESPECT FOR DIVERSITY:

In order to thrive and excel, a culture must honor the rights, safety, dignity, and wellbeing 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.